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ABSTRACT

Although Florida law requires job placement and follow-up services for all students graduating or leaving the school system, there is a lack of understanding about contributing causes and possible solutions to the problem of high school dropouts. To gather information to develop an innovative program to reach dropouts and potential dropouts, 282 Leon County, Florida, students were interviewed. All were high school students identified as potential dropouts, or youths who had already left school before graduating. Results include extensive information on characteristics of dropouts and potential dropouts, family characteristics, attitudes toward vocational programs and extracurricular activities, persons from whom dropouts sought and received help, and changes they suggested for improving schools and encouraging potential dropouts to remain in school. Peer influence, sex differences, and racial differences are also discussed. The findings suggest that most dropouts would return to school if given the opportunity. Based on survey results, recommendations for a dropout prevention program emphasize basic academic and vocational skills as well as opportunities for improving attitudes and self-concepts. Individualized approaches, delivery systems and support systems are also recommended. The appendices include the interview schedules for potential dropouts and for dropouts used in the study, and a high school dropout participation form. (JAC)

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FINAL REPORT
PROJECT NO. DVE 2—1 F 11

Dr. Herbert C. Beacham

REACHING AND HELPING HIGH SCHOOL DROPOUTS AND POTENTIAL SCHOOL LEAVERS

CG 017001

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FLORIDA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TALLAHASSEE, FLORIDA

FINAL REPORT

Project No. DVE 2-1F11

From July 1, 1981 to June 30, 1982

AN INNOVATIVE APPROACH TO REACH AND HELP HIGH SCHOOL DROPOUTS

Florida Agricultural and Mechanical University
Tallahassee, Florida

Project Director and Author: Dr. Herbert C. Beacham
Project Coordinator: Mrs. Ida Ake

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CHAPTER I

INTRODUCTION

Introductory Statement

Almost everyone who is concerned with economic problems--members of the United States Executive Branch, the United States Congress, and economist--views the persistence of high unemployment rates in the civilian labor force, over a period of years, as a major problem.

When unemployment occurs and persists over a long period of time, both the individuals and society are losers. The individuals lose their wages, purchasing power, and ability to support themselves and their families. In addition, they become economically and psychologically alienated from the rest of the society of workers. Society loses the goods and services that could have been produced. There are also other losses which affect the individuals and society. For example, long-term joblessness results in crime, delinquency, roits, poverty, ghetto-living, poor health, and despair. Persistent joblessness also adds to the public cost of assisting persons who are without work.

A major contributing factor to long-term unemployment is insufficient employability skills. The lack of sufficient employability skills is possessed by most persons who dropped out before completing their high school education and training. High school dropouts are a major

problem across the nation. Teenagers who drop out of school usually account for the single largest percentage (rate) of the unemployed. When teenagers do not remain in school long enough to develop sufficient salable, employability skills, many of them usually remain persistently jobless throughout adulthood.

Placement and follow-up services, procedures and methods have been mandated by the Florida Legislature and State Board of Education Regulations. Chapter 73-235, Laws of Florida, requires that "on or before September 1, 1974, each district school board shall establish and maintain Job-Placement and Follow-Up services for all students graduating or leaving the public school system..." Section 6A-6.71(4), State Board of Education Regulations, requires that Placement Services and Follow-Up Studies by each school shall be provided according to guidelines prescribed by the Commissioner of Education.

Statement of the Problem

The situational problem which gave rise to this research is that there has been a lack of information, and a resulting lack of understanding about the effectiveness of using peer information, knowledge, strategies, and techniques to reduce the persistent high dropout rates among high school students in Leon County and elsewhere in Florida. In addition, there is a lack of student information--information obtained from the present and former

students, themselves--about the reasons they drop out; the methods they believe can be effectively used to locate, reach and help dropouts; and the actions that they (present and former students) believe the school can take to improve retention, training placement, vocational guidance, and other school services, programs and practices. Since substantial dropouts did occur in Leon County public schools and the funds allocated for the project were greatly reduced, (from the amount requested to conduct a statewide study) the project director had to limit the investigation of the dropout problem to the Leon County schools.

Need for the Study

Despite the laws and regulations, the dropout problem persists. Throughout Florida, large numbers of students continue to drop out of school before completing the twelfth grade or before developing sufficient occupational or homemaking skills. Schools in very large counties (in Florida) such as Hillsborough, Pinellas, Dade, Duval, Broward, Palm Beach, Orange, and Escambia have a substantial number of students dropping out before they complete the twelfth grade. Smaller counties like Leon also have a large number of students severing their formal relations before they graduate from senior high schools.

Traditional approaches and practices that have been used by school personnel to encourage students to complete their high school education have not solved the problems

of dropouts. Large numbers of guidance counselors, occupational specialists, placement specialists, vocational teachers, and other teachers (in Florida) who provide counseling, placement, and follow-up services need new methods, information, and support systems that they can use to effectively reach and help dropouts before and after they sever their formal relations with the public school.

Purposes of the Study

The major purpose of this study was to ascertain pertinent information from present and former students in order to develop an innovative approach that could be used to reach and help high school dropouts and potential high school dropouts in Leon County and elsewhere in Florida. More specifically, the objectives of the study were to:

1. Determine, from peer, why such large numbers of students drop out each year before completing senior high school.
2. Determine, from peers, the most effective method to reach dropouts.
3. Determine, from peers, the most likely place to reach dropouts.
4. Develop, with peer assistance, resources to effectively reach and help dropouts.
5. Reduce the large number of high school dropouts.
6. Improve educational and occupational training placements of potential high school dropouts.
7. Improve other vocational guidance practices and services that are rendered to the target population.

Definitions of Terms

The following terms are defined as they have been used in this study.

Dropout refers to a ninth, tenth, eleventh or twelfth grader (16 years of age and older) who dropped out, quit, left school or had been withdrawn from a Leon County public high school (for one or more of the reasons identified and used in Chapter II of this report) before completing the twelfth grade.

Potential Dropout refers to a ninth, tenth, eleventh or twelfth grader (16 years of age and older) who was still enrolled in a Leon County public high school and who (1) attended school irregularly (had five or more unexcused absences during a nine-week term) or (2) was a poor academic achiever (had failed four or more courses during a nine-week term) and was believed to be a candidate for quitting school before completing twelfth grade.

Vocational Program refers to: (1) a pre-job preparatory program designed to develop entry level skills for wage-earning employment or for preparation as a homemaker or (2) a fundamental vocational program designed for occupational or career exploration such as industrial arts, general business education, general agriculture and general home economics.

Limitations of the Study

The study included 282 persons, limited to and sampled

from two groups: (1) potential dropouts or students who were still officially enrolled in school, and (2) dropouts or students who had actually left school before completing the twelfth grade.

In addition, the study was limited to:

1. Only ninth, tenth, eleventh, and twelfth grade students and former students of high schools in Leon County.
2. A systematic sample of those students and former students identified according to the criteria used in the study.
3. Those items which appeared on the two interview schedules used in conducting the study.
4. The extent to which the respondents supplied accurate information.

No claim can be made that the findings and conclusions of this study are generally applicable to the entire state of Florida or to the United States. It is believed that the study reported here represents a rather accurate picture of the potential and actual dropouts from the school system with which it was concerned. To the extent that it is representative of public school systems of similar size and circumstances, at the time, the conclusions drawn may be applicable to them also.

CHAPTER II

SOURCES OF DATA AND METHODS OF STUDY

Sources of Data

Data for the study were obtained from two different sources: (1) students in grades nine through twelve who were still enrolled in the public high schools of Leon County and who were identified as prospective or potential dropouts (n = 166) and (2) former students, in grades nine through twelve, who had left school or actually dropped out (during the last three years) before completing the twelfth grade (n = 116).

Identification Criteria

In order to minimize the predictable and anticipated difficulties and facilitate the feasibility of conducting the follow-up study in the Leon County school system, the initial and more comprehensive criteria had to be refined in order to make the factors for identifying dropouts and potential dropouts more compatible with those that were being used by the school system. The adaptations made did not change any of the original criteria. The adaptations made it easier for the project staff to obtain the information it needed from the Leon County School Board's computer.

Two major criteria were used to identify a potential dropout: (1) irregular attendance and (2) poor academic

achievement. Irregular attendance was limited to five or more unexcused absences from school during the first nine weeks of the 1981-82 school year. Poor academic achievement meant failure in three or more courses during the first nine weeks (of the 1981-82 school year) due to unexcused absences. Poor academic achievement also included failure (had received grades of F) in three or more courses for any other reasons.

The major criterion used in this study to identify dropouts is that the former students (16 years of age and older) had quit or dropped out of school or had been officially withdrawn (for one or more of the coded reasons cited below) before completing the twelfth grade. School regulations and policies in Florida (including Leon County) do not include and count students, under the age of 16, as dropouts even if they did actually quit school. Those students would be listed or identified as absentees or truants. When identified as a truant, attempts would be made to find the student; and if found, picked up and returned to the school system by personnel from the attendance section of the Leon County Student Services and cooperating law enforcement officials.

Listed below are the coded withdrawal reasons that were included in the criteria for identifying the dropouts that were indcluded in this study.

1. W05 - Issued employment or age certificate.
2. W07 - Left school, whereabouts unknown.
3. W08 - Excused from school attendance for disability or illness.
4. W09 - No show (start of each school year).
5. W11 - Action by court.

6. W12 - Other reasons for involuntary withdrawal.
7. W13 - Entering verified employment.
8. W14 - Needed at home.
9. W15 - Entered Armed Forces.
10. W16 - Marriage.
11. W17 - Pregnancy.
12. W18 - Lack of interest in school.
13. W19 - Suitable program not available.
14. W20 - Discouraged by lack of success in studies.
15. W21 - Excessive absence or truancy.
16. W22 - Expulsion from school.
17. W23 - Inability to adjust to school.
18. W24 - Cost of attending school.
19. W25 - Planning to attend evening or business school.
20. W26 - Family problems.
21. W27 - Other reasons for involuntary withdrawal.

This dropout study was conducted during the school year 1981-82. The initial step in launching the study was to write letters to the appropriate school board officials requesting permission to conduct the study of the Leon County high schools. Upon receipt, a Request for Research form was completed and returned to the Leon County School Board. Permission to conduct the study was granted (in November, 1981) after certain conditions (stipulated in a school board letter) were agreed upon by the project director and the Chairman of the Research Advisory Board, Leon County School Board.

Before the study could actually begin in the high schools, consent forms had to be taken to and signed by each high school principal. It was not until the middle of January, 1982 before all of the Principals Consent for Research forms had been signed. The signed forms were then taken to the office of the Chairman of the Research Advisory Board, thereby completing the approval process.

The study was not actually begun until the latter part of the first week in March 1982. It could not get underway earlier because of the time required to complete the approval process, the holidays (Thanksgiving, Christmas, and New Years), scheduled examinations and test administrations, the ending of the first semester, the beginning of the second semester, a backlog of work at the Leon County Computer Center, and other delays.

Sampling Procedures

In order to begin actual research aspects of the study several printout lists were needed from the computer. After obtaining the two needed lists (attendance and failure rosters containing directory information) from the Leon County School Board Computer Center and the high schools, the identification was begun. Present and former students who matched the criteria for potential dropouts and actual dropouts were identified and counted. School rosters were available only for the first nine weeks of the 1981-82 school year for the students who were still enrolled. From those five high school rosters, 623 students were identified as prospective (potential) dropouts.

The dropout rosters for the five high schools were provided by the computer center. There were separate rosters that covered the three-year period required by the study: (1) 1981-82 (only the first nine weeks), (2) 1980-81, and (3) 1979-80. Initially, there was a total of 1,110

dropouts identified. Random verification and checking revealed some inaccuracies. The selection of random samples were planned and attempted; but could not be accomplished because of a variety of reasons. Efforts were then made to systematically sample twenty to twenty-five percent of the totals for each school-year by grade levels and schools. This was partially accomplished, but with a great amount of difficulty due to inaccuracies on the computer printouts (rosters). Many of the inaccuracies were not discovered until the former students were actually contacted; therefore, many had to be dropped from the study. A lot of replacement sampling had to be done in order to obtain the number of respondents that were desired.

Data Collection

The basic data for the study were secured through the use of interview schedules. Two interview schedules (one for potential dropouts and one for actual dropouts) were designed, tried out, analyzed, and modified as the needs dictated. The revised interview schedules were then reproduced in sufficient quantities to personally interview the prospective dropouts and dropouts.

The data collection was begun in March, 1982 and continued through the latter part of May, 1982. Based on systematic procedures, 166 potential dropouts and dropouts were sampled and interviewed. All of the prospective

dropouts were interviewed, in person, at their school sites. Most of the actual dropouts were contacted and interviewed by telephone. Telephone interviews became necessary and were conducted because of the difficulty the project staff encountered in contacting the former students and because of the amount of time that remained to complete the project. A total of 116 dropout respondents were included in the study.

Data Analysis

Data collected on the 282 interview schedules were coded on special forms, key punched on IBM cards, read from the cards to discs, and analyzed by the Computer Center of Florida A&M University. They are descriptively presented in narrative and tabular form, giving frequencies, averages, and percentages in an attempt to facilitate comprehension of the findings.

CHAPTER III

RESULTS OF THE STUDY: POTENTIAL DROPOUTS

The purpose of this chapter is to describe the findings of the study relative to the interviewees who were still officially enrolled in school and who were classified as prospective (potential) dropouts.

Age and Sex Distribution of the Potential Dropouts

The age and sex distribution of the potential dropouts is indicated in Table I. Approximately one-half (49.5 percent) of the 103 males were 16 or 17 years of age. More than one-half (52.4 percent) of the 63 females were either 16 or 17 years of age. Twenty-four of the teenage respondents were 14 years of age. The 14 year olds consisted of nine females and 15 males. None of the potential dropouts were 19 years of age.

TABLE I

AGE AND SEX OF THE POTENTIAL DROPOUTS

AGE GROUPS	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
18 - 19	11	10.7	4	6.3	15	9.0
16 - 17	51	49.5	33	52.4	84	50.6
14 - 15	41	39.8	26	41.3	67	40.4
TOTALS	103	100.0	63	100.0	166	100.0

Race and Sex Distribution of the Potential Dropouts

The race of the potential dropouts, by sex, is shown in Table II. Approximately 62 percent of the 103 males were white. One male (indicated as OTHER) was an oriental. More than one-half (54.0 percent) of the 63 females were black.

TABLE II

RACE OF THE POTENTIAL DROPOUTS BY SEX

RACE	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
BLACK	38	36.9	34	54.0	72	43.4
WHITE	64	62.1	29	46.0	93	56.0
OTHER	1	1.0	0	0.0	1	0.6
TOTALS	103	100.0	63	100.0	166	100.0

Grade Level and Sex Distribution of the Potential Dropouts

The grade level of the potential dropouts, by sex distribution, is indicated in Table III. As indicated in the table, the bulk (68.1 percent) of the 166 respondents were in grades 9 and 10. Approximately 70 percent of the 63 females and 67 percent of the 103 males were enrolled in grades 9 and 10.

TABLE III

GRADE LEVEL OF THE POTENTIAL DROPOUT BY SEX

GRADE LEVEL	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
12	15	14.6	4	6.3	19	11.4
11	19	18.4	15	23.8	34	20.5
10	27	26.2	18	28.6	45	27.1
9	42	40.8	26	41.3	68	41.0
TOTALS	103	100.0	63	100.0	166	100.0

Grade Level and Racial Distribution of the Potential Dropouts

The grade level of the potential dropouts, by race, is shown in Table IV. More than two-thirds (69.4 percent) of the black students were in grades 9 and 10. More than three-fourths (76.6 percent) of the white respondents were in grades 9 and 10. Approximately 32 percent (31.9 percent) of the 166 potential dropouts were enrolled in grades 11 and 12.

TABLE IV

GRADE LEVEL OF THE POTENTIAL DROPOUT BY RACE

GRADE LEVEL	BLACK		WHITE		OTHER		OTHER	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
12	6	8.3	13	14.0	0	0.0	19	11.4
11	16	22.2	18	19.4	0	0.0	34	20.5
10	23	31.9	22	23.6	0	0.0	45	27.1
9	27	37.5	41	43.0	1	100.0	68	41.0
TOTALS	72	99.9	93	100.0	1	100.0	166	100.0

Grade Levels and Schools Attended by the Potential Dropouts

The grade levels and schools attended by the potential dropouts are shown in Table V. More ninth, tenth, and eleventh graders who participated in the study attended Godby High School than any other school. More than one-third (33.7 percent) of the 166 respondents attended Godby, more than one-fourth (25.9 percent) attended Rickards, and more than one-fifth (21.1 percent) attended Lincoln.

TABLE V

GRADE LEVELS OF THE POTENTIAL DROPOUT BY SCHOOLS

SCHOOLS	GRADE LEVELS								TOTAL	
	9th Grade		10th Grade		11th Grade		12th Grade			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GODBY	26	38.2	15	33.3	11	32.4	4	21.1	56	33.7
LEON	10	14.7	7	15.6	6	17.6	1	5.3	24	14.5
LINCOLN	13	19.1	12	26.7	5	14.7	5	26.3	35	21.1
RICKARDS	17	25.0	8	17.8	10	29.4	8	42.1	43	25.9
SAIL	2	2.9	3	6.7	2	5.9	1	5.3	8	4.8
TOTALS	68	99.9	45	100.1	34	100.0	19	100.1	166	100.0

Schools Attended by the Potential Dropouts by Race

The schools attended by the potential dropouts, by race, (at the time of the study) are presented in Table VI. As a single school, Godby High had the largest number (27) and percentage (37.5) of the black respondents. Rickards High School had the second highest number (15) and percentage (20.8) of black respondents. Slightly more than 60 percent (60.2) of the white potential dropouts were evenly divided between Godby and Rickards.

TABLE VI

SCHOOLS OF THE POTENTIAL DROPOUT BY RACE

SCHOOLS	BLACK		WHITE		OTHERS		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GODBY	27	37.5	28	30.1	1	100.0	56	33.7
LEON	13	18.1	11	11.8	0	0.0	24	14.5
LINCOLN	13	18.1	22	23.7	0	0.0	35	21.1
RICKARDS	15	20.8	28	30.1	0	0.0	43	25.9
SAIL	4	5.6	4	4.3	0	0.0	8	4.8
TOTALS	72	100.1	93	100.0	1	100.0	166	100.0

Birthplace of the Potential Dropouts

The number of potential dropouts born in Leon County is shown in Table VII. More than one-half (56.3 percent) of the males were not born in Leon County. Approximately 64 percent of the females reported that they were born in Leon County.

TABLE VII

NUMBER OF POTENTIAL DROPOUTS BORN IN LEON COUNTY

Question: Were you born in Leon County?

RESPONSE	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
YES	45	43.7	40	63.5	85	51.2
NO	58	56.3	23	36.5	81	48.8
TOTALS	103	100.0	63	100.0	166	100.0

Length of Residence in Leon County

The number of years that the potential dropouts had lived in Leon County is shown in Table VIII. More than two-thirds (68.1 percent) of the interviewees had resided in Leon County for more than twelve years. More than three-fourths (77.7 percent) of the 103 males had lived in Leon County for 8 or more years. Approximately 84 percent of the females had a similar period of residence in Leon County.

TABLE VIII

NUMBER OF YEARS POTENTIAL DROPOUTS HAD LIVED IN LEON COUNTY BY SEX

YEARS	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Over 12 years	66	64.1	47	74.6	113	68.1
8 to 12 years	14	13.6	6	9.5	20	12.0
4 to 7 years	11	10.7	6	9.5	17	10.2
1 to 3 years	8	7.8	3	4.5	11	6.6
Less than a year	4	3.9	1	1.6	5	3.0
TOTALS	103	100.0	63	100.0	166	100.0

Number of Years the Potential Dropouts Had Attended Their Present School

The length of time that the potential dropouts had attended their present schools is indicated in Table IX. Approximately one-third (32.5 percent) of the 166 respondents had been at their present schools from 3 to 4 years. Approximately 40 percent of the respondents had been at their present schools for less than one year.

TABLE IX

LENGTH OF TIME POTENTIAL DROPOUTS HAD ATTENDED THEIR PRESENT SCHOOLS

YEARS	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Over 4 years	1	1.0	0	0.0	1	0.6
3 to 4 years	35	34.0	19	30.2	54	32.5
1 to 2 years	30	29.1	14	22.2	44	26.5
Less than a year	37	35.9	30	47.6	67	40.4
TOTALS	103	100.0	63	100.0	166	100.0

Parents and Relatives With Whom the Potential Dropouts Had Lived

The persons with whom the potential dropouts were living, at the time of the study, are shown in Table X. The bulk (91.5 percent) of the respondents either lived with one or both of their parents. Approximately 54 percent of the females and 64 percent of the males lived with both parents.

TABLE X

PERSON(S) WITH WHOM POTENTIAL DROPOUTS WERE LIVING

PERSONS	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Mother and Father	66	64.1	34	54.0	100	60.2
Mother or Father	29	28.2	23	36.5	52	31.3
Sisters or Brothers	0	0.0	0	0.0	0	0.0
Aunts or Uncles	5	4.9	2	3.2	7	4.2
Grandrelatives	3	2.9	4	6.3	7	4.2
Steprelatives/In-laws	0	0.0	0	0.0	0	0.0
Cousins	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0
TOTALS	103	100.1	63	100.0	166	99.9

Educational Attainment of the Parents of the Potential Dropouts

The highest grade of education completed by the parents of the potential dropouts is shown in Table XI. Approximately 25 percent of their mothers and 29 percent of their fathers had either completed some college grade (grades 13 through 17) or earned a degree in college. Approximately 45 percent of their mothers and 47 percent of their fathers had completed the twelfth grade. Approximately 30 percent of the 139 mothers' and 24 percent of the 119 fathers' educational attainment was eleventh grade or below. The educational attainment for 28 mothers and 27 fathers was unknown by the potential dropouts. The totals enclosed in parentheses (138) and (119) were used in computing the percentages. These totals excluded the numbers indicated as "Unknown." Table XI is on the following page.

TABLE XI

HIGHEST GRADE OF EDUCATION COMPLETED
BY POTENTIAL DROPOUTS' PARENTS

GRADE LEVELS	MOTHER		FATHER	
	Number	Percent	Number	Percent
17	3	2.2	6	5.0
16	13	9.4	18	15.1
15	3	2.2	2	1.7
14	9	6.5	8	6.7
13	6	4.3	0	0.0
12	62	44.9	56	47.1
11	13	9.4	13	10.9
10	13	9.4	5	4.2
9	8	5.8	6	5.0
8	4	2.9	2	1.7
7	1	0.7	0	0.0
6	1	0.7	0	0.0
5	1	0.7	1	0.8
4	0	0.0	0	0.0
3	1	0.7	2	1.7
2	0	0.0	0	0.0
1	0	0.0	0	0.0
Unknown	28		47	
TOTALS	(139) 166	99.8	(119) 166	99.9

Educational Attainment of the Parents by Race

The highest grade of education completed by the parents of the potential dropout, cross-matched by race, is reported in Table XII. Elementary school level includes grades 1 through 5; middle school includes grades 6 through 8; high school includes grades 9 through 12; the junior college level includes grades 13 through 14; the senior college level includes grades 15 through 16; and the graduate school level is indicated by grade 17.

The total numbers that are enclosed in parentheses at the bottom of the table (50), (35), (88), and (83) were used to compute the percentages. These totals excluded the numbers indicated as "Unknown." These totals meant that the mothers educational attainment were known and reported by 50 (of the 72) black respondents and 88 (of the 93) white respondents. The other totals enclosed in parentheses meant that the fathers educational attainment were known and reported by 35 (of the 72) black respondents and 83 (of the 93) white respondents. The remainder of the potential dropouts reported that their parents' educational attainment levels were unknown. One respondent (who was included among the unknowns) said that he believed (but was not sure) one or both of his parents had taken the GED tests for high school equivalency.

Approximately two-thirds (66.0 percent) of the mothers of the 50 black respondents had received some high school education. Approximately 72 percent of the mothers of

the 88 white respondents had obtained some high school education. Eighteen (36 percent) of the 33 black mothers who were recorded at the high school level had actually completed the twelfth grade. Forty-four (50 percent) of the 63 white mothers who were counted in the high school grade level had actually completed the twelfth grade. Twenty-one (42 percent) of the mothers of the black respondents did not complete high school. Six of them had completed only eighth grade or less. Twenty-one (23.9 percent) of the mothers of the white respondents did not complete high school. Two of them had completed only eighth grade or less. The educational attainment for three mothers of the black students and 10 mothers of the white students was graduation from a senior college (completion of grade 16).

Approximately 87 percent of the fathers of the 35 black respondents and 59 percent of the fathers of the 83 white respondents had received some high school education. Twenty-four (68.6 percent) of the 31 black fathers had actually completed the twelfth grade. Thirty-two (38.6 percent) of the white fathers who had received some high school education had actually completed the twelfth grade. Eight (22.9 percent) of the fathers of the black students who responded did not complete high school. Twenty-one (25.3 percent) of the fathers of the white respondents did not complete high school. Graduation from a senior college (completion of grade 16) was reported for only one black father. This represented only 2.9 percent of the 35 black

fathers whose educational attainment level was known and reported. Sixteen (19.3 percent) of the 83 white respondents indicated that the highest grade completed by their fathers was 16 (graduation from a senior college), as indicated in Table XII.

TABLE XII

HIGHEST GRADE OF EDUCATION COMPLETED BY THE PARENTS OF THE POTENTIAL DROPOUTS BY RACE

GRADE LEVELS	BLACK				WHITE				OTHERS			
	Mother		Father		Mother		Father		Mother		Father	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Graduate School	0	0.0	0	0.0	3	3.4	6	7.2	0	0.0	0	0.0
Senior College	5	10.0	1	2.9	11	12.5	18	21.7	0	0.0	1	100.0
Junior College	6	12.0	2	5.7	9	10.2	6	7.2	0	0.0	0	0.0
High School	33	66.0	31	88.6	63	71.6	49	59.0	0	0.0	0	0.0
Middle School	4	8.0	0	0.0	2	2.3	2	2.4	0	0.0	0	0.0
Elementary School	2	4.0	1	2.9	0	0.0	2	2.4	0	0.0	0	0.0
Unknown	22	--	37	--	5	--	10	--	1	--	0	0.0
TOTALS	(50) 72	100.0	(35) 72	100.1	(88) 93	100.0	(83) 93	99.9	1	0.0	1	100.0

Educational Attainment of Non-Parents With Whom the Potential Dropouts were Living

Fourteen of the 166 potential dropouts reported that they were living with persons other than their parents. The highest grade of education completed by the non-parents is reported in Table XIII. The number enclosed in parentheses (10) at the bottom of the table was used to compute the percentages. Two (20.0 percent) of the respondents stated that the persons with whom they were living had completed grade 16 (the senior college level). Thirty percent had completed the twelfth grade. One-half (50 percent) of the respondents who knew the educational attainment level of their non-parents reported that they had not completed high school, as indicated by the grade levels presented in Table XIII.

TABLE XIII

HIGHEST GRADE OF EDUCATION COMPLETED BY NON-PARENTS WITH WHOM POTENTIAL DROPOUTS WERE LIVING

GRADE LEVELS	TOTAL	
	Number	Percent
16	2	20.0
12	3	30.0
10	2	20.0
7	1	10.0
4	1	10.0
2	1	10.0
Unknown	4	
TOTALS	(10) 14	100.0

Home Ownership Status

The home ownership of the parents, relatives, and guardians of the potential dropouts are reported in Table XIV. Approximately 58 percent of the 72 black respondents and 85 percent of the white respondents reported that their parents, relatives, guardians or other persons with whom they were living owned their home. The one oriental respondent also gave an affirmative response to the question written on Table XIV. Approximately 74 percent were homeowners.

TABLE XIV

HOME OWNERSHIP OF POTENTIAL DROPOUTS PARENTS, RELATIVES, AND GUARDIANS

Question: Do your parents, relatives, guardians, or persons with whom you live own their home?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	42	58.3	79	84.9	1	100.0	122	73.5
NO	30	41.7	14	15.1	0	0.0	44	26.5
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Home Rental Status of the Persons With Whom the Potential Dropouts were Living

Data concerning the residential rental status of the persons with whom the potential dropouts were living are shown in Table XV. The rental status was cross-matched with the race of the respondents. Approximately 40 percent of the blacks and 15 percent of the whites reported that the persons with whom they were living were renting their places of residence. One black respondent reported that the persons with whom he was living was not renting their residence and also did not own it. Approximately 26 percent of the respondents lived in residents that were rented.

TABLE XV

RESIDENTIAL RENTAL STATUS OF PERSONS WITH WHOM POTENTIAL DROPOUTS WERE LIVING BY RACE

Question: Are the persons with whom you are living renting their place of residence?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	29	40.3	14	15.1	0	0.0	43	25.9
NO	43	59.7	79	84.9	1	100.0	123	74.1
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Number of Potential Dropouts' Parents and Non-Parents Who were Receiving Public Assistance

The term "public assistance," was used to refer to any help or services that were provided through welfare benefits, unemployment compensation, food stamps, aid to families with dependent children, workmen's compensation, benefits to the elderly, poor, and disabled, medicaid, social security, and supplemental social income. The number of parents and non parents (by race) who were receiving some form of public assistance is indicated in Table XVI. Approximately 36 percent of the blacks and 4 percent of the whites reported that their parents or non-parents were receiving public assistance. The numbers enclosed in parentheses (69) and (163) were used to compute the percentages.

TABLE XVI

PUBLIC ASSISTANCE RECEIVED BY PARENTS AND NON-PARENTS OF POTENTIAL DROPOUTS BY RACE

Question: Are your parents, relatives, guardians, or persons with whom you are living receiving welfare benefits or any kind of public assistance.

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	25	36.2	4	4.3	0	0.0	29	17.5
NO	44	63.8	89	95.7	1	100.0	134	80.7
Unknown	3	--	0	0.0	0	0.0	3	1.8
TOTALS	(69) 72	100.0	93	100.0	1	100.0	(163) 166	100.0

Number of Free School Meals Received by the Potential Dropouts

The number of interviewees who received free meals or meals at a reduced price is reported in Table XVII. Approximately 51 percent of the blacks and 12 percent of the whites received free or reduced-price meals.

TABLE XVII

NUMBER OF POTENTIAL DROPOUTS RECEIVING FREE SCHOOL MEALS

Question: At school, do you receive any free meals or meals at reduced prices?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	37	51.4	11	11.8	0	0.0	48	28.9
NO	35	48.6	82	88.2	1	100.0	118	71.1
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Employment Status of the Potential Dropouts Parents and Non-Parents

The employment status of the persons with whom the potential dropouts, by race, were living is presented in Table XVIII. Approximately 86 percent of 166 interviewees reported that their parents and non-parents were either working full-time or part-time. Two blacks listed as "Others" were reported as being ill.

TABLE XVIII

EMPLOYMENT STATUS OF PERSONS WITH WHOM POTENTIAL DROPOUTS WERE LIVING

EMPLOYMENT STATUS	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Working Full-Time	53	73.6	86	92.5	0	0.0	139	83.7
Working Part-Time	4	5.6	0	0.0	0	0.0	4	2.4
Unemployed	6	8.3	3	3.2	0	0.0	9	5.4
Homemaking	4	5.6	3	3.2	0	0.0	7	4.2
Retired	0	0.0	1	1.1	1	100.0	2	1.2
Disabled	2	2.8	0	0.0	0	0.0	2	1.2
In School	1	1.4	0	0.0	0	0.0	1	0.6
Others	2	2.8	0	0.0	0	0.0	2	1.2
TOTALS	72	100.1	93	100.0	1	100.0	166	100.0

Job Status of the Potential Dropouts by Race

The employment status of the potential dropouts, by race, is presented in Table XIX. More than three-fourths (77.1 percent) of the 166 interviewees did not have a job. Approximately 11 percent of the black respondents and 31 percent of the white interviewees reported that they had jobs.

TABLE XIX

EMPLOYMENT STATUS OF POTENTIAL DROPOUTS BY RACE

Question: Do you have a job?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	8	11.1	29	31.2	1	100.0	38	22.9
NO	64	88.9	64	68.8	0	0.0	128	77.1
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Job Status of the Potential Dropouts by Sex

The employment status of the potential dropouts, by sex, is presented in Table XX. More males than females stated that they had jobs. Approximately 29 percent of the males and 13 percent of the females reported that they had jobs.

TABLE XX

EMPLOYMENT STATUS OF POTENTIAL DROPOUTS BY SEX

Question: Do you have a job?

RESPONSE	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
YES	30	29.1	8	12.7	38	22.9
NO	73	70.9	55	87.3	128	77.1
TOTALS	103	100.0	63	100.0	166	100.0

Number of Potential Dropouts Who Owned Automobiles

The number of potential dropouts who reported that they owned automobiles is indicated in Table XXI. Approximately 17 percent of the 166 interviewees reported that they own automobiles. Most of the respondents who owned automobiles were white. Approximately one-fourth (24.7 percent) of the 93 whites and six percent of the 72 blacks owned a car.

TABLE XXI

OWNERSHIP OF AUTOMOBILES BY POTENTIAL DROPOUTS

Question: Do you own an automobiles?

RESPONSE	BLACK		WHITE		OTHERS		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	4	5.6	23	24.7	1	100.0	28	16.9
NO	68	94.4	70	75.3	0	0.0	138	83.1
TOTAL	72	100.0	93	100.0	1	100.0	166	100.0

The Number of Potential Dropouts Who Had Siblings by Race

The number of potential dropouts, by race, who reported that they had either a sister or a brother or both is shown in Table XXII. Ninety-four percent of the 166 respondents stated that they had a sister or brother or both. Approximately 96 percent of the blacks and 94 percent of the whites reported that they had siblings.

TABLE XXII

SIBLINGS OF POTENTIAL DROPOUTS BY RACE

Question: Do you have any sisters or brothers?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	69	95.8	87	93.5	0	0.0	156	94.0
NO	3	4.2	6	6.5	1	100.0	10	6.0
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

The Number of Potential Dropouts Who Had Siblings by Sex

The number of interviewees, by sex, who reported that they had sisters or brothers is indicated in Table XXIII. Approximately 94 percent of both sexes reported that they had sisters or brothers or both.

TABLE XXIII

SIBLINGS OF POTENTIAL DROPOUTS BY SEX

Question: Do you have any sisters or brothers?

RESPONSE	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
YES	97	94.2	59	93.7	156	94.0
NO	6	5.8	4	6.3	10	6.0
TOTALS	103	100.0	63	100.0	166	100.0

Age Status of the Siblings of the Potential Dropouts

Each potential dropout who reported that he or she had siblings were asked two follow-up questions: "How many of them are younger than you?" and "How many of them are older than you." Many of the respondents had more than one sister or brother who was either older or younger than themselves. The potential dropouts' responses to the two questions are reported in Table XXIV. One hundred twelve of the 166 potential dropouts had one or more siblings that were younger than they. One hundred nine of the 166 interviewees had one or more brothers or sisters that were older than they. Approximately 18 percent of the interviewees had three or more siblings younger in age than they were. Approximately 25 percent of the interviewees had three or more siblings that were older than they.

TALBE XXIV

NUMBER OF SIBLINGS YOUNGER OR OLDER THAN POTENTIAL DROPOUTS

NUMBER	AGE STATUS			
	Younger		Older	
	Number	Percent	Number	Percent
7 or more	1	.6	3	1.8
5 - 6	4	2.4	15	9.0
3 - 4	25	15.1	24	14.5
1 - 2	82	49.4	67	40.4
NONE	54	32.5	57	34.3
TOTALS	166	100.0	166	100.0

Siblings Who Quit School

The interviewees were asked: "Did any of your sisters or brothers ever drop out of school before completing twelfth grade?" The number of siblings who dropped out before completing high school is reported in Table XXV. One-third (33.3 percent) of the black interviewees reported that they had sisters or brothers that quit school before completing the twelfth grade. Approximately 25 percent of the white respondents stated that they had sisters or brothers that dropped out of school before finishing twelfth grade. More than two-thirds (68.7 percent) of the 166 respondents stated that they had sisters or brothers who quit before graduating from high school. Five persons, one black and four whites, did not know if any of their brothers or sisters had left before completing high school.

TABLE XXV

NUMBER OF SIBLINGS WHO DROPPED OUT OF SCHOOL

Question: Did any of your sisters or brothers ever drop out of school before completing twelfth grade?

RESPONSE	BLACK		WHITE		OTHERS		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	24	33.3	23	24.7	0	0.0	47	28.3
NO	47	65.3	66	71.0	1	100.0	114	68.7
Unknown	1	1.4	4	4.3	0	0.0	5	3.0
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Potential Dropouts Who Plan to Complete High School by Race

Each of the 166 students who were identified, by the selection criteria, as potential dropouts were asked: "Do you feel that you will remain in school to complete the twelfth grade?" Their responses, by race, are shown in Table XXVI. Approximately 90 percent of the respondents stated an affirmative (yes) answer. Most of the blacks (94.4 percent) and the whites (87.1 percent) indicated that they plan to stay in school until they complete the twelfth grade. Approximately five percent (more whites than blacks) were undecided about remaining in high school until they graduate.

TABLE XXVI

NUMBER OF POTENTIAL DROPOUTS WHO PLAN TO COMPLETE HIGH SCHOOL BY RACE

Question: Do you feel that you will remain in school to complete the twelfth grade?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	68	94.4	81	87.1	0	0.0	149	89.8
NO	2	2.8	6	6.5	1	100.0	9	5.4
Undecided	2	2.8	6	6.5	0	0.0	8	4.8
TOTALS	72	100.0	93	100.1	1	100.0	166	100.0

Potential Dropouts Who Plan to Complete High School by Grade Levels

The interviewees who reported that they would remain in school until they completed the twelfth grade are shown in Table XXVII. Approximately 85, 89, 97, and 95 percent of the ninth, tenth, eleventh, and twelfth graders, respectively, reported that they would finish school. Approximately 10 percent were either undecided or did not plan to remain in school.

TABLE XXVII

NUMBER OF POTENTIAL DROPOUTS WHO PLAN TO COMPLETE HIGH SCHOOL BY GRADE LEVELS

Question: Do you feel that you will remain in school to complete the twelfth grade?

RESPONSE	GRADE LEVELS									
	9th Grade		10th Grade		11th Grade		12th Grade		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	58	85.4	40	88.9	33	97.1	18	94.7	149	89.8
NO	6	8.8	2	4.4	0	0.0	1	5.3	9	5.4
Undecided	4	5.9	3	6.7	1	2.9	0	0.0	8	4.8
TOTALS	68	100.0	45	100.0	34	100.0	19	100.0	166	100.0

Main Reasons Potential Dropouts Did Not Plan to Finish High School

According to Table XXVIII, 71 percent of the respondents were either not interested in school or failing too many courses. Four "Others" said they had reading or discipline problems, or they plan to take the GED tests.

TABLE XXVIII

REASONS POTENTIAL DROPOUTS DO NOT PLAN TO REMAIN IN SCHOOL

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not interested in school	1	25.0	5	41.7	0	0.0	6	35.3
Failing in too many courses	0	0.0	5	41.7	1	100.0	6	35.3
Cannot enroll in courses I want	0	0.0	0	0.0	0	0.0	0	0.0
Plan to enlist in the military	0	0.0	0	0.0	0	0.0	0	0.0
Got pregnant	0	0.0	0	0.0	0	0.0	0	0.0
Have to work	0	0.0	0	0.0	0	0.0	0	0.0
Cannot get along with teachers or school personnel	1	25.0	0	0.0	0	0.0	1	5.9
Have to pay for my car	0	0.0	0	0.0	0	0.0	0	0.0
Other	2	50.0	2	16.7	0	0.0	4	23.5
TOTALS	4	100.0	12	100.1	1	100.0	17	100.0

Potential Dropouts That Studied After School

The number of potential dropouts who reported that they studied after school is indicated, by grade levels, in Table XXIX. The bulk (88.6 percent) of the interviewees said that they did study during the afternoons and weekends. Approximately 11 percent of the respondents indicated that they did not study after school.

TABLE XXIX

NUMBER OF POTENTIAL DROPOUTS THAT STUDIED AFTER THEY GOT OUT OF SCHOOL BY GRADE LEVELS

Question: Do you study when you get out of school on weekday afternoons and weekends?

RESPONSE	GRADE LEVELS									
	9th Grade		10th Grade		11th Grade		12th Grade		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	60	88.2	37	82.2	33	97.1	17	89.5	147	88.6
NO	8	11.8	8	17.8	1	2.9	2	10.5	19	11.4
TOTALS	68	100.0	45	100.0	34	100.0	19	100.0	166	100.0

Main Reasons Potential Dropouts Did Not Study After School

As indicated in Table XXX, the most frequently reported reason (57.9 percent) said they did not feel like studying. Approximately 16 percent said they had to work after school. Sixteen percent of the "OTHER" said they had family responsibilities and household work.

TABLE XXX

REASONS POTENTIAL DROPOUTS DID NOT STUDY
AFTER THEY GOT OUT OF SCHOOL

REASONS	GRADE LEVELS									
	9th Grade		10th Grade		11th Grade		12th Grade		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Have to go to work	0	0.0	0	0.0	1	100.0	2	100.0	3	15.8
Don't feel like studying	6	75.0	5	62.5	0	0.0	0	0.0	11	57.9
Don't have any homework	0	0.0	1	12.5	0	0.0	0	0.0	1	5.3
Don't have any books	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Frequently do not understand the assignments	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Have to practice athletics or band	0	0.0	1	12.5	0	0.0	0	0.0	1	5.3
Usually too tired	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No place at home to study	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	2	25.0	1	12.5	0	0.0	0	0.0	3	15.8
TOTALS	8	100.0	8	100.0	1	100.0	2	100.0	19	100.0

Hours of Study After School

The amount of time the potential dropouts reported that they studied after school is shown in Table XXXI. During weekday afternoons and weekends, approximately 71 percent of the blacks and 58 percent of the white respondents reported that they studied three hours or more. Three or more hours of study was reported by approximately 64 percent of the interviewees. The remainder of the group, 36.1 percent, stated that they devoted two hours or less for after-school study.

TABLE XXXI

AMOUNT OF TIME POTENTIAL DROPOUT STUDIED AFTER SCHOOL BY RACE

HOURS OF STUDY	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
More than 6 hours	17	24.3	13	16.5	0	0.0	28	19.0
5 - 6 hours	15	21.4	14	17.7	0	0.0	29	19.7
3 - 4 hours	18	25.7	19	24.1	0	0.0	37	25.2
1 - 2 hours	12	17.1	26	32.9	0	0.0	38	25.9
Less than 1 hour	8	11.4	7	8.9	0	0.0	15	10.2
TOTALS	70	99.9	79	100.0	0	0.0	147	100.0

Potential Dropouts Enrolled in Vocational Programs

The number of interviewees who reported that they were currently enrolled in a vocational program or class, at the time of the study is shown in Table XXXII. Sixty-three percent stated that they were enrolled in a vocational program. Approximately 61 percent of the blacks and 66 percent of the whites were enrolled in vocational programs.

TABLE XXXII

NUMBER OF POTENTIAL DROPOUTS ENROLLED IN VOCATIONAL PROGRAMS

Question: Are you currently enrolled in any vocational program or class at your school or another school?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	44	61.1	61	65.6	0	0.0	105	63.3
NO	28	38.9	32	34.4	1	100.0	61	36.7
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Main Reasons for Not Enrolling in Vocational Programs

Table XXXIII shows the reasons the interviewees did not enroll in vocational programs. Thirty-six percent was not interested and 56 percent, "Others" said they wanted only academic courses, had scheduling problems, or had no choice in making their schedules.

TABLE XXXIII

REASONS POTENTIAL DROPOUTS DID NOT ENROLL IN VOCATIONAL PROGRAMS

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not interest in any	9	32.1	13	40.6	0	0.0	22	36.1
Not interest in the type they want to put me in	1	3.6	0	0.0	0	0.0	1	1.6
No vacational program available at my school	1	3.6	0	0.0	0	0.0	1	1.6
Lack of information about the program	0	0.0	0	0.0	0	0.0	0	0.0
Training period too long	0	0.0	0	0.0	0	0.0	0	0.0
Programs have stigmas	0	0.0	0	0.0	0	0.0	0	0.0
On a waiting list to enroll	1	3.6	2	6.3	0	0.0	3	4.9
Need more academic preparation to get in the one I want	0	0.0	0	0.0	0	0.0	0	0.0
Other	16	57.1	17	53.1	1	100.0	34	55.7
TOTALS	28	47.5	32	100.0	1	1.7	61	99.9

Attitude of Potential Dropouts Toward Completing Vocational Classes and Programs

According to Table XXXIV, all of the blacks and approximately 97 percent of the whites reported that they plan to complete the vocational programs in which they were currently enrolled.

TABLE XXXIV

NUMBER OF POTENTIAL DROPOUTS WHO PLAN TO COMPLETE VOCATIONAL CLASSES AND PROGRAMS

Question: Do you plan to remain enrolled in order to complete vocational classes or programs you are in?

RESPONSE	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	44	100.0	59	96.7	0	0.0	103	98.1
NO	0	0.0	2	3.3	0	0.0	2	1.9
TOTALS	44	100.0	61	100.0	0	0.0	105	100.0

Main Reasons Potential Dropouts Did Not Plan To Complete Vocational Programs and Classes

The two whites that did not plan to complete their vocational programs reported that they plan to quit school or had already taken the GED tests.

Potential Dropouts in Extra-Curricular Activities

The number of interviewees who were participating in extra-curricular activities is indicated in Table XXXV. Sixty-five percent of the respondents indicated no participation in extra-curricular activities.

TABLE XXXV

NUMBER OF POTENTIAL DROPOUTS PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES

Question: Are you currently participating in any extra-curricular clubs or activities?

RESPONSE	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	33	45.8	24	25.8	1	100.0	58	34.9
NO	39	54.2	69	74.2	0	0.0	108	65.1
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Reasons for Non-Participation in Extra-Curricular Activities

Table XXXVI shows the reasons for non-participation in extra-curricular activities. Approximately 64 percent were not interested, had to work after school, or had transportation problems. Thirty-one "Others" reported extra-curricular activities were not available at their school, medical problems, active in community recreation programs, and etcetera.

TABLE XXXVI

REASONS POTENTIAL DROPOUTS DID NOT PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not interested	11	28.2	29	42.0	0	0.0	40	37.0
Have to work after school	4	10.3	15	21.7	0	0.0	19	17.6
Transportation problems	5	12.8	5	7.2	0	0.0	10	9.3
Could not participate in the area of my choice	4	10.3	3	4.3	0	0.0	7	6.5
Participation is based on sponsor's selection	0	0.0	0	0.0	0	0.0	0	0.0
Had previous problems with the sponsor	0	0.0	0	0.0	0	0.0	0	0.0
Cannot pay the required fees	1	2.6	0	0.0	0	0.0	1	.9
Others	14	35.9	17	24.6	0	0.0	31	28.7
TOTALS	39	100.1	69	99.8	0	0.0	108	100.0

Potential Dropouts Who Sought Help With Their Problems

As indicated in Table XXXVII, approximately 52 percent of the potential dropouts reported they received advice or help with problems they had at school. Less than one-half (47.2 percent) of the blacks and approximately 56 percent of the whites had talked with and received help with their problems at school.

TABLE XXXVII

NUMBER OF POTENTIAL DROPOUTS WHO SOUGHT HELP OR ADVICE WITH THEIR PROBLEMS BY RACE

Question: Have you ever talked to anyone at school and received advice or help with any problem you had?

RESPONSE	BLACK		WHITE		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	34	47.2	52	55.9	1	100.0	87	52.4
NO	38	52.8	41	44.1	0	0.0	79	47.6
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

Sex of the Potential Dropouts Who Sought Help

Table XXXVIII indicates the sex of the interviewees who sought help, at school, with their problems. Approximately 53 percent of the males and 51 percent of the females received advice or help at school.

TABLE XXXVIII

NUMBER OF POTENTIAL DROPOUTS WHO SOUGHT HELP OR ADVICE WITH THEIR PROBLEMS BY SEX

Question: Have you ever talked to anyone at school and received advice or help with any problems you had?

RESPONSE	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
YES	55	53.4	32	50.8	87	52.4
NO	48	46.6	31	49.2	79	47.6
TOTALS	103	100.0	63	100.0	166	100.0

Reasons School Help Was Not Sought

As indicated in Table XXXIX, approximately 53 percent of the interviewees reported they did not need any help or they wanted to make their own decisions. Thirty-two percent (others) said they did not have any problems; they did not trust anyone at school; and they did not want anyone to know about their problems.

TABLE XXXIX

REASONS POTENTIAL DROPOUTS DID NOT SEEK SCHOOL HELP OR ADVICE WITH THEIR PROBLEMS

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Did not know to whom to go	3	7.9	3	7.3	0	0.0	6	7.6
Did not feel like I needed any help or advice	11	28.9	15	36.6	0	0.0	26	32.9
Wanted to make my own decisions	7	18.4	9	22.0	0	0.0	16	20.3
School people always seemed too busy	0	0.0	0	0.0	0	0.0	0	0.0
Did not get along well with faculty and staff-personnel	0	0.0	0	0.0	0	0.0	0	0.0
Did not have time to talk to anyone	0	0.0	0	0.0	0	0.0	0	0.0
Got advice from other students	0	0.0	0	0.0	0	0.0	0	0.0
Had discussions with parents, relatives or guardians	2	5.3	4	9.8	0	0.0	6	7.6
Others	15	39.5	10	24.4	0	0.0	25	31.6
TOTALS	38	100.0	41	100.0	0	0.0	79	100.0

Persons Who Helped the Potential Dropouts by Race

The persons from whom the potential dropouts, by race, received advice or help while at school are shown in Table XL. More than one-half (55.2 percent) of the respondents identified the counselor or occupational specialist as their source of help. Approximately 15 percent of the interviewees got help from homeroom or other teachers that they reportedly "trusted." The remainder of the respondents (17.2 percent indicated as "Others") stated that they received advice and help from friends, resource officers, and secretaries.

Persons Who Helped the Potential Dropouts by Sex

Data concerning the sex of the respondents who received assistance with their problems are presented in Table XLI. More than one-half of the male and female interviewees (52.7 percent and 59.4 percent, respectively) went to the counselor or occupational specialist for help with their problems. Teachers were the source of help for approximately 16 percent of the males and 13 percent of the females.

TABLE XL

PERSONS FROM WHOM POTENTIAL DROPOUTS OBTAINED ADVICE OR HELP WITH THEIR PROBLEMS BY RACE

PERSONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Principal	5	14.7	6	11.5	0	0.0	11	12.6
Counselor or Occupational Specialist	16	47.1	31	59.6	1	100.0	48	55.2
Dean of Students	0	0.0	0	0.0	0	0.0	0	0.0
Social Worker or School Psychologist	0	0.0	0	0.0	0	0.0	0	0.0
Homeroom or other Teachers	8	23.5	5	9.6	0	0.0	13	14.9
Others	5	14.7	10	19.2	0	0.0	15	17.2
TOTALS	34	100.0	52	99.9	1	100.0	87	99.9

TABLE XLI

PERSONS FROM WHOM POTENTIAL DROPOUTS OBTAINED ADVICE OR HELP WITH THEIR PROBLEMS BY SEX

PERSONS	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Principal	9	16.4	2	6.3	11	12.6
Counselor or Occupational Specialist	29	52.7	19	59.4	48	55.2
Dean of Students	0	0.0	0	0.0	0	0.0
Social Worker or School Psychologist	0	0.0	0	0.0	0	0.0
Homeroom or other Teachers	9	16.4	4	12.5	13	14.9
Others	8	14.5	7	21.9	15	17.2
TOTALS	55	100.0	32	100.1	87	100.0

Places Potential Dropouts Go When They Stay Out of School or Skip Classes by Race

Table XLII indicates the places where the respondents, by race, reported that they go when they skip classes or stay out of school. Forty-one percent of the interviewees usually stay home. Approximately 44 percent of the blacks and 39 percent of the whites reported their homes as skip places. Almost 15 percent of the respondents usually remain on or near the campuses of their own schools. Thirty-two of the 52 indicated as "Others" said they did not skip classes.

Places Potential Dropouts Go When They Stay Out of School or Skip Classes by Sex

Table XLIII indicated the places where the respondents, by sex, went when they stayed away from school. Approximately 39 percent of the males and 44 percent of the females used their own homes as skip places. Approximately the same percentage of males (14.6) and females (14.3) usually remained on or near the campuses of their own schools when they skip classes or stay out of school.

TABLE XLII

PLACES POTENTIAL DROPOUTS GO WHEN THEY SKIP SCHOOL BY RACE

SKIP PLACES	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
At my home	32	44.4	36	38.7	0	0.0	68	41.0
At the homes of friends, relatives or students who skip	3	4.2	2	2.2	0	0.0	5	3.0
At work	0	0.0	0	0.0	0	0.0	0	0.0
On a corner hangout in the neighborhood	0	0.0	0	0.0	0	0.0	0	0.0
At poolrooms or other gamerooms in the neighborhood	1	1.4	3	3.2	0	0.0	4	2.4
Riding around in a car with friends	1	1.4	10	10.8	0	0.0	11	6.6
On or near the campuses of other schools	2	2.8	0	0.0	0	0.0	2	1.2
On or near the campus of my own school	15	20.8	9	9.7	0	0.0	24	14.5
Others	18	25.0	33	35.5	1	100.0	52	31.3
TOTALS	72	100.0	93	100.0	1	100.0	166	100.0

TABLE XLIII

PLACES POTENTIAL DROPOUTS GO WHEN THEY SKIP SCHOOL BY SEX

SKIP PLACES	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
At my home	40	38.8	28	44.4	68	41.0
At the homes of friends, relatives or students who skip	2	1.9	3	4.8	5	3.0
At work	0	0.0	0	0.0	0	0.0
On a corner hangout in the neighborhood	0	0.0	0	0.0	0	0.0
At poolrooms or other gamerooms in the neighborhood	4	3.9	0	0.0	4	2.4
Riding around in a car with friends	6	5.8	5	7.9	11	6.6
On or near the campuses of other schools	1	1.0	1	1.6	2	1.2
On or near the campus of my own school	15	14.6	9	14.3	24	14.5
Others	35	34.0	17	27.0	52	31.3
TOTALS	103	100.0	63	100.0	166	100.0

Places to Look for Students When They Play Hookey by Race

As indicated in Table XLIV, approximately 65 percent of the black and 68 percent of the white respondents identified hookey places other than those that appeared on the interview schedules which was used to gather the data. The bulk of their responses (64) indicated they could be found on or near the campuses of their own schools. Other places included the shopping malls (17), riding around in cars (14), parks and recreation areas (9), and beaches (2). The remainder did not know of any places.

Places to Look for Students When They Play Hookey by Sex

Table XLV identifies the hookey places according to the sex of the interviewees. Sixty-eight percent of the males and 64 percent of the females identified places categorized as "Others" that were explained in the paragraph above. Poolrooms or gamerooms contain the second highest percentages for male and female repsondents.

TABLE XLIV

PLACES TO LOOK FOR AND FIND STUDENTS WHO PLAY HOOKEY FROM SCHOOL BY RACE

HOOKEY PLACES	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
At home	2	2.8	9	9.7	0	0.0	11	6.6
At work	0	0.0	0	0.0	0	0.0	0	0.0
At poolrooms or gamerooms	10	13.9	14	15.1	0	0.0	24	14.5
On or near campuses of other schools	7	9.7	0	0.0	0	0.0	7	4.2
On street corner hangouts	0	0.0	0	0.0	0	0.0	0	0.0
At taverns or restaurants	2	2.8	3	3.2	0	0.0	5	3.0
At the homes of close friends	3	4.2	2	2.2	0	0.0	5	3.0
At the homes of other truants or dropouts	1	1.4	3	3.2	0	0.0	4	2.4
Others	47	65.3	62	66.7	1	100.0	110	66.3
TOTALS	72	100.1	93	100.0	1	100.0	166	100.0

TABLE XLV

PLACES TO LOOK FOR AND FIND STUDENTS WHO PLAY HOOKEY FROM SCHOOL BY SEX

HOOKEY PLACES	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
At home	7	6.8	4	6.3	11	6.6
At work	0	0.0	0	0.0	0	0.0
At poolrooms or gamerooms	17	16.5	7	11.1	24	14.5
On or near campuses of other schools	2	1.9	5	7.9	7	4.2
On street corner hangouts	0	0.0	0	0.0	0	0.0
At taverns or restaurants	1	1.0	4	6.3	5	3.0
At the homes of close friends	3	2.9	2	3.2	5	3.0
At the homes of truants or other dropouts	3	2.9	1	1.6	4	2.4
Others	70	68.0	40	63.5	110	66.3
TOTALS	103	100.0	63	99.9	166	100.0

Methods of Contacting Students Who Play Hookey From School

If the school system wanted to contact students who skipped classes or played hookey from school, the best methods to use (according to the potential dropouts) are indicated in Table XLVI. More than three-fourths (77.7 percent) of the respondents reported "searches by school officials" as the best way to contact students who play hookey. Approximately 13 percent said telephone contacts should be made with their parents, relatives or guardians. Twelve whose responses were categorized as "Others" said: "they did not know any ways to contact students;" and "only someone who can relate to the students should try to contact them."

TABLE XLVI

WAYS TO CONTACT STUDENTS WHO SKIP CLASSES
OR PLAY HOOKEY FROM SCHOOL BY RACE

CONTACT METHODS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Telephone calls to parents, relatives or guardinas	12	16.7	10	10.8	0	0.0	22	13.3
Radio and TV announcements	0	0.0	0	0.0	0	0.0	0	0.0
Newspapers and other printed media	0	0.0	0	0.0	0	0.0	0	0.0
Use of other students who skip school or classes	0	0.0	1	1.1	0	0.0	1	0.6
Use of close friends	0	0.0	2	2.2	0	0.0	2	1.2
Searches by school officials	52	72.2	76	81.7	1	100.0	129	77.7
Parent auxiliaries	0	0.0	0	0.0	0	0.0	0	0.0
Mobile public address vehicles	0	0.0	0	0.0	0	0.0	0	0.0
Others	8	11.1	4	4.3	0	0.0	12	7.2
TOTALS	72	100.0	93	100.1	1	100.0	166	100.0

Persons Most Likely to be Contacted for Help by Potential Dropouts by Race

The persons potential dropouts are most likely to contact for help with a problem are shown in Table XLVII. Each of the titles listed in the table was a separate response category in the interview schedule. These titles were grouped in this table for the purpose of convenience. The interviewer did not mention the titles to the interviewees. Each response category could have had a maximum of 166 frequencies if it had been reported by all of the potential dropouts. The frequencies reported represent the total number of interviewees who mentioned the titles of those persons.

As indicated in Table XLVII, guidance counselors, peers or friends, classroom teachers, and principals (in that order) were most frequently mentioned. Thirty-one of the 39 "Others) responses included parents. Also mentioned were attendance persons, school resource officer, in-school suspension teacher, and community school coordinator. Two persons said they could not go to anyone for help.

TABLE XLVII

PERSONS POTENTIAL DROPOUTS ARE MOST LIKELY TO GO TO FOR HELP WITH A PERSONAL OR SCHOOL PROBLEM BY RACE

TITLES	BLACK Frequencies	WHITE Frequencies	OTHERS Frequencies	TOTALS Frequencies
Principal or Assistant Principal	5	7	0	12
Guidance Counselor	23	27	1	51
Occupational Specialist	3	1	0	4
Dean of Students	0	0	0	0
Coach	1	1	0	2
Homeroom Teacher	0	0	0	0
Peers (Friends)	24	23	0	47
Vocational Teachers	2	1	0	3
Regular Classroom Teachers	6	9	0	15
Others	14	24	0	39

Persons Most Likely to be Contacted for Help by Potential Dropouts by Sex

The persons potential dropouts, by sex, are most likely to go to for help are shown in Table XLVIII. According to the data presented, the guidance counselor, peer or friends, regular classroom teachers, and principals (in that order) were most frequently mentioned by the male respondents. Most frequently reported by the female interviewees were the guidance counselors and peers or friends. The females had the same number of frequencies for regular classroom teachers and principals. More than twice as many males than females gave responses that were grouped under the category, "Others." Responses categorized as "Others" include parents, attendance personnel, school resource officer, in-school suspension teacher, and school community coordinators.

TABLE XLVIII

PERSONS POTENTIAL DROPOUTS ARE MOST LIKELY TO GO TO FOR HELP WITH A PERSONAL OR SCHOOL PROBLEM BY SEX

TITLES	MALE Frequencies	FEMALE Frequencies	TOTALS Frequencies
Principal or Assistant Principal	7	5	12
Guidance Counselor	38	23	61
Occupational Specialist	2	2	4
Dean of Students	0	0	0
Coach	2	0	2
Homeroom Teacher	0	0	0
Peers (Friends)	24	23	47
Vocational Teachers	3	0	3
Regular Classroom Teachers	10	5	15
Others	26	12	39

Changes for Bettering the Schools for Potential Dropouts

Changes that the potential dropouts believed would make the schools better for themselves and other prospective dropouts are shown in Table XLIX. Each of the categories of changes shown in the table was a separate response item in the interview schedule. These items were grouped in the table (as categories) for the purpose of convenience. The interviewer did not mention any of the changes to the interviewees. Each category of change could have had a maximum of 166 frequencies had it been reported by all of the respondents. The frequencies shown represent the total number of interviewees who actually mentioned the categories that were listed.

As indicated in Table XLIX, general school policies and regulations headed the list of changes most frequently reported. The second most frequently suggested change was "ways the school faculty and staff relate to student." Changes in the nature and number of curriculum offerings was the third most frequently suggested item. School policy changes were suggest by 61.3 percent of the 93 whites and 50 percent of the 72 blacks. Staff, faculty and student relations changes were suggest by 52.8 percent of the blacks and 45.2 percent of the whites. Curriculum changes were mentioned by 15.1 percent of the white and 13.9 percent of the black respondents.

TABLE XLIX

CHANGES THAT WOULD MAKE THE SCHOOLS BETTER FOR POTENTIAL DROPOUTS BY RACE

CATEGORIES OF CHANGES	BLACK Frequencies	WHITE Frequencies	OTHERS Frequencies	TOTALS Frequencies
Nature and number of curriculum offerings	10	14	0	24
Extra-curricula policies and activities	5	4	0	9
Guidance and Counseling services	6	10	0	16
General school policies and regulations	36	57	0	93
Testing and grading methods	14	5	0	19
Course selection and placement methods	6	5	0	11
Ways the school faculty and staff relate to students	38	42	1	81

Changes Needed to Encourage Potential Dropouts to Remain in High School

Near the end of the interview, each potential dropout was asked to discuss, briefly, any specific changes they felt could or should be made by the school to encourage students to stay and complete their high school education. Their responses were sorted and grouped according to similarities. The changes suggested are reported in Table L.

As indicated in Table L, school rules and regulations headed the list of the most frequently reported changes. The specific suggestions included changes in attendance policies, have fewer penalities for skipping and tardiness, allow smoking on school campuses, elimination of some of the rules, permit students to go off-campus for lunch, tighten efforts to eliminate drug use and smoking on campus, and allow students to go to the bathroom during class periods.

Forty-nine students reported that the relationships between the students and the administration should be improved. Thirty-five respondents suggested that there be more classes, classes be smaller in size, students be permitted more choices, and classes be more relevant to their needs. Thirty-four interviewees stated that teacher-student relationships should be improved. They felt that teachers need to demonstrate more understanding and show that they care about students.

Twenty-seven reported a need for more guidance counselors. Some of them stated counselors needed to develop and use a preventive approach to solve problems before they occur; some also suggested the use of small-group methods since they felt there were not enough counselors available at school.

Seventeen potential dropouts suggested changes to deal with the problems of discipline. They reported the need for better classroom discipline; something should be done to stop the fighting in the schools; some suggested the elimination of paddling; a few said paddling was better than in-school suspension; and a few students said racial prejudice is a problem and suggested more racially balanced classes.

Twelve persons felt that changes in course credits and requirements were needed. Most of them stated that there were either too many required courses or too many required credits. Some students reported that credits should be allowed for materials and information already known.

Forty-nine respondents suggested changes that were categorized as miscellaneous. Many expressed the need for more school unity and spirit; more extra-curricular and "fun" activities during the school day; some felt the need to encourage greater participation by ninth graders; some also reported the need for more assistance in finding jobs for students; the need for more options to allow students to work and stay in school; and the need for better academic placement of students.

Twenty-two interviewees stated either no changes were needed or they had no opinion about what was needed.

TABLE L

SPECIFIC SCHOOL CHANGES NEEDED TO ENCOURAGE POTENTIAL DROPOUTS TO REMAIN IN SCHOOL

SPECIFIC CHANGES	FREQUENCIES
Rules and Regulations	112
Administration-Student Relationships	49
Classes	35
Teacher-Student Relationships	34
Guidance Counselors and Services	27
Discipline	17
Course Credits and Requirements	12
Miscellaneous Changes	49
No Changes Needed	19
No Opinion	3

CHAPTER IV

RESULTS OF THE STUDY: DROPOUTS

The purpose of this chapter is to describe the findings of the study relative to the interviewees, 16 years of age and older, who had dropped out of school before completing twelfth grade.

Age and Sex Distribution of the Dropouts

There were 116 dropouts included in the study, 64 males and 52 females. More than one-half (53.1 percent) of the males and 40.4 percent of the females were either 18 or 19 years of age. Approximately 60 percent of the females and 41 percent of the males were either 16 or 17 years old, as indicated in Table LI.

TABLE LI

AGE OF THE DROPOUTS

AGE GROUPS	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
22 & Above	0	0.0	0	0.0	0	0.0
20 - 21	4	6.3	0	0.0	4	3.4
18 - 19	34	53.1	21	40.4	55	47.4
16 - 17	26	40.6	31	59.6	57	49.1
TOTALS	64	100.0	52	100.0	116	99.9

Race and Sex Distribution of the Dropouts

The race of the dropouts, by sex, is shown in Table LII. Approximately 35 percent were black, 65 percent were white and one (o.9 percent) was Hispanic. Whites made up approximately 67 percent of the males and 62 percent of the females.

TABLE LII

RACE OF THE DROPOUTS

RACE	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
BLACK	20	31.3	20	38.5	40	34.5
WHITE	43	67.2	32	61.5	75	64.7
HISPANIC	1	1.6	0	0.0	1	0.9
OTHER	0	0.0	0	0.0	0	0.0
TOTALS	64	100.0	52	100.0	116	100.0

Highest Grades Completed by the Dropouts by Sex

The grade level of the dropouts, by sex distribution, is indicated in Table LIII. The table shows the highest grades that were completed by the dropouts. Approximately 30 percent completed eleventh, 32 percent completed tenth, 23 percent completed ninth, and 15 percent finished eighth grade. About 67 percent of the males and 56 percent of the females completed grades 10 and 11, as indicated in Table LIII.

TABLE LIII

GRADE LEVEL OF THE DROPOUTS BY SEX

GRADE LEVEL	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
11	18	28.1	17	32.7	35	30.2
10	25	39.1	12	23.1	37	31.9
9	13	20.3	14	26.9	27	23.3
8	8	12.5	9	17.3	17	14.7
TOTALS	64	100.0	52	100.0	116	100.1

Highest Grades Completed by the Dropouts by Race

The highest grades completed by the dropouts, by race, are shown in Table LIV. Approximately 58 percent of the black and 64 percent of the white respondents had completed grades 10 and 11.

TABLE LIV

GRADE LEVEL OF THE DROPOUTS BY RACE

GRADE LEVEL	BLACK		WHITE		HISPANIC		OTHER		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
11	9	22.5	26	34.7	0	0.0	0	0.0	35	30.2
10	14	35.0	22	29.3	1	100.0	0	0.0	37	31.9
9	9	22.5	18	24.0	0	0.0	0	0.0	27	23.3
8	8	20.0	9	12.0	0	0.0	0	0.0	17	14.7
TOTALS	40	100.0	75	100.0	1	100.0	0	0.0	116	100.0

Highest Grades Completed by the Dropouts by Schools

The highest grades completed by the dropouts, by schools, are shown in Table LV. Godby High had the highest percentage of the eighth grade completers (41.2 percent); Rickards and Godby both had 29.6 percent of those finishing ninth; Rickards had 30 percent of those who completed tenth grade; and Lincoln had 34.3 percent of the interviewees who completed eleventh grade.

TABLE LV

GRADE LEVELS OF THE DROPOUTS BY SCHOOLS

SCHOOLS	8th Grade		9th Grade		10th Grade		11th Grade		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GODBY	7	41.2	8	29.6	10	27.0	7	20.0	32	27.6
LEON	1	5.9	4	14.8	5	13.5	6	17.1	16	13.8
LINCOLN	3	17.6	6	22.2	10	27.0	12	34.3	31	26.7
RICKARDS	5	29.4	8	29.6	11	29.7	7	20.0	31	26.7
SAIL	1	5.9	1	3.7	1	2.7	3	8.6	6	5.2
TOTALS	17	100.0	27	99.9	37	99.9	35	100.0	116	100.0

The Dropouts' Last School

The last school attended by the dropouts is indicated in Table LVI. More than one-fourth (27.6 percent) had attended Godby; more than one-fourth (26.7 percent each) had attended Lincoln and Rickards High Schools. The last school attended by 33 percent of the blacks was Rickards. Godby High was the last school for 30 percent of the black dropouts. The last school attended by 29.3 percent of the whites was Lincoln. Godby was the last school attended by 25.3 percent of the white dropouts.

TABLE LVI

LAST SCHOOL ATTENDED BY DROPOUTS BY RACE

SCHOOLS	BLACK		WHITE		HISPANIC		OTHER	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
GODBY	12	30.0	19	25.3	1	100.0	32	27.6
LEON	3	7.5	13	17.3	0	0.0	16	13.8
LINCOLN	9	22.5	22	29.3	0	0.0	31	26.7
RICKARDS	13	32.5	18	24.0	0	0.0	31	26.7
SAIL	3	7.5	3	4.0	0	0.0	6	5.2
TOTALS	40	100.0	75	99.9	1	100.0	116	100.0

Birthplace of the Dropouts

The number of dropouts born in Leon County is shown in Table LVII. Exactly one-half (50 percent) of the interviewees were born in Leon County. More than one-half (54.7 percent) of the males and 44.2 percent of the females reported Leon County as their birthplace.

TABLE LVII

NUMBER OF DROPOUTS BORN IN LEON COUNTY

Question: Were you born in Leon County?

RESPONSE	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
YES	35	54.7	23	44.2	58	50.0
NO	29	45.3	29	55.8	58	50.0
TOTALS	64	100.0	52	100.0	116	100.0

Dropouts' Length of Residence in Leon County

The number of years that the dropouts, by sex, had lived in Leon County is shown in Table LVIII. Approximately 73 percent of the interviewees had resided in Leon County for more than 12 years. This length of residence consisted of 75 percent of the males and 71.2 percent of the females.

TABLE LVIII

NUMBER OF YEARS DROPOUTS HAD LIVED IN LEON COUNTY BY SEX

YEARS	MALE Number	MALE Percent	FEMALE Number	FEMALE Percent	TOTALS Number	TOTALS Percent
Over 12 years	48	75.0	37	71.2	85	73.3
8 to 12 years	5	7.8	6	11.5	11	9.5
4 to 7 years	2	3.1	3	5.8	5	4.3
1 to 3 years	7	11.0	6	11.5	13	11.2
Less than a year	2	3.1	0	0.0	2	1.7
TOTALS	64	100.0	52	100.0	116	100.0

Parents and Relatives With Whom the Dropouts Lived

The persons with whom the dropouts were living, at the time of the study, are indicated in Table LIX. The bulk (94 percent) of the respondents either lived with one or both of their parents.

TABLE LIX

PERSON(S) WITH WHOM DROPOUTS WERE LIVING

PERSONS	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Mother and Father	37	57.8	24	46.2	61	52.6
Mother or Father	26	40.6	22	42.3	48	41.4
Sisters or Brothers	1	1.6	1	1.9	2	1.7
Aunts or Uncles	0	0.0	1	1.9	1	.9
Grandrelatives	0	0.0	2	3.8	2	1.7
Steprelatives/In-laws	0	0.0	0	0.0	0	0.0
Cousins	0	0.0	0	0.0	0	0.0
Other	0	0.0	2	3.8	2	1.7
TOTALS	64	100.0	52	99.9	116	100.0

Educational Attainment of the Dropouts' Parents

The highest grade of education completed by the parents of the dropouts is shown in Table LX. The numbers that are enclosed in parentheses (96) and (84) were used to compute the percentages. These figures represent the number of dropouts who knew the educational levels of their parents. Approximately 27 percent of the mothers and 35 percent of the fathers had either completed some college grade or graduated from college. The educational attainment for 46.9 percent of the mothers and 35.7 percent of the fathers was the completion of twelfth grade. Twenty-six percent of the mothers and 29.8 percent of the fathers had completed eleventh grade or less. The educational attainment for 20 mothers and 32 fathers was unknown.

Educational Attainment of the Dropouts' Parents by Race

The highest grade of education completed by the parents of the dropouts, by race, is presented in Table LXI. Approximately eight percent of the mothers of the black respondents had received some college education or graduated from college. Approximately 13 percent of the fathers of the black interviewees had graduated from college. Approximately 34 percent of the mothers and 39 percent of the fathers of the white respondents had received some college education or graduated from college. The educational attainment for 42.2 percent of the mothers and 50.2 percent

of the fathers of the black respondents was eleventh grade or less. Approximately 17 percent of the mothers and 26 percent of the fathers of white respondents had completed eleventh grade or less of schooling.

TABLE LX

HIGHEST GRADE OF EDUCATION COMPLETED
BY DROPOUTS' PARENTS

GRADE LEVELS	MOTHER		FATHER	
	Number	Percent	Number	Percent
17	5	5.2	10	11.9
16	11	11.5	13	15.5
15	2	2.1	2	2.4
14	4	4.2	4	4.8
13	4	4.2	0	0.0
12	45	46.9	30	35.7
11	5	5.2	7	8.3
10	7	7.3	3	3.6
9	6	6.3	4	4.8
8	3	3.1	6	7.1
7	1	1.0	2	2.4
6	0	0.0	1	1.2
5	0	0.0	0	0.0
4	0	0.0	2	2.4
3	1	1.0	0	0.0
2	0	0.0	0	0.0
1	0	0.0	0	0.0
None	2	2.1		
Unknown	20		32	
TOTALS	(96) 116	100.1	(84) 116	100.1

TABLE LXI

HIGHEST GRADE OF EDUCATION COMPLETED BY THE PARENTS
BY RACE OF THE DROPOUTS

GRADE LEVELS	BLACK				WHITE				OTHERS			
	Mother		Father		Mother		Father		Mother		Father	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
17	0	0.0	0	0.0	5	7.1	9	13.4	0	0.0	1	0.0
16	1	3.8	2	12.5	10	14.3	11	16.4	0	0.0	0	0.0
15	0	0.0	0	0.0	2	2.9	2	3.0	0	0.0	0	0.0
14	1	3.8	0	0.0	3	4.3	4	6.0	0	0.0	0	0.0
13	0	0.0	0	0.0	4	5.7	0	0.0	0	0.0	0	0.0
12	12	46.2	6	37.5	33	47.1	24	35.8	0	0.0	0	0.0
11	3	11.5	1	6.3	2	2.9	6	9.0	0	0.0	0	0.0
10	2	7.7	0	0.0	5	7.1	3	4.5	0	0.0	0	0.0
9	2	7.7	3	18.8	4	5.7	1	1.5	0	0.0	0	0.0
8	2	7.7	3	18.8	1	1.4	3	4.5	0	0.0	0	0.0

Table Continued

TABLE LXI (Continued)

GRADE LEVELS	BLACK				WHITE				OTHERS			
	Mother		Father		Mother		Father		Mother		Father	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7	1	3.8	0	0.0	0	0.0	2	3.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0	1	1.5	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4	0	0.0	1	6.3	0	0.0	1	1.5	0	0.0	0	0.0
3	1	3.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
NONE	1	3.8	0	0.0	1	1.4	0	0.0	0	0.0	0	0.0
UNKNOWN	14		24		5		8		1	100.0	0	0.0
TOTALS	(26) 40	99.8	(16) 40	100.2	(70) 75	99.9	(67) 75	100.1	1	100.0	1	100.0

Educational Attainment of the Non-Parents

Prior to dropping out of school, seven respondents indicated that they did not live with their parents. The highest grade of education completed by the non-parents is reported in Table LXII. The number enclosed in parentheses (5) was used to compute the percentages. Two of the interviewees did not know the educational attainment of their non-parents. Two of the non-parents had completed the sophomore level in college; two others completed twelfth grade; and one non-parent completed only the sixth grade, as indicated in Table LXII.

TABLE LXII

HIGHEST GRADE OF EDUCATION COMPLETED BY NON-PARENTS WITH WHOM DROPOUTS WERE LIVING

GRADE LEVELS	TOTALS Number	Percent
14	2	40.0
12	2	40.0
6	1	20.0
Unknown	2	--
TOTALS	(5) 7	100.0

Dropouts Parents' Home Ownership Status

The home ownership of the parents, relatives, and guardians of the dropouts are reported in Table LXIII. Approximately 64 percent of the persons with whom the dropouts lived owned their homes. Approximately 79 percent of the white and 38 percent of the black respondents reported that they lived in homes that were owned by their parents, relatives or guardians.

TABLE LXIII

HOME OWNERSHIP OF DROPOUTS' PARENTS, RELATIVES AND GUARDIANS

Question: Do your parents, relatives, guardians or persons with whom you live own their home?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	15	37.5	59	78.7	0	0.0	74	63.8
NO	25	62.5	16	21.3	1	100.0	42	36.2
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Home Rental Status of the Persons With Whom the Dropouts were Living

Data concerning the residential rental status of the persons with whom the dropouts were living are shown in Table LXIV. The rental status was cross-matched with the race of the respondent. Approximately 96 percent of the 25 blacks and 100 percent of the 16 whites reported that the persons with whom they were living were renting their places of residence. One interviewee said the person with whom he lived was not renting. They were living free.

TABLE LXIV

RESIDENTIAL RENTAL STATUS ON NON-RELATIVES OF DROPOUTS

Question: Are the persons with whom you are living renting their places of residence?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	24	96.0	16	100.0	1	100.0	41	97.6
NO	1	4.0	0	0.0	0	0.0	1	2.4
TOTALS	25	100.0	16	100.0	1	100.0	42	100.0

Number of Dropouts' Parents and Non-Parents Who Were Receiving Public Assistance

As indicated in Table LXV, approximately 43 percent of the blacks and five percent of the whites reported that their parent or persons with whom they were living received some form of public assistance. The bulk (approximately 82 percent) of the 116 respondents stated that the persons with whom they resided were not receiving any public assistance.

TABLE LXV

PUBLIC ASSISTANCE RECEIVED BY THE PARENTS AND NON-PARENTS OF THE DROPOUTS

Question: Are your parents, relatives, guardians or persons with whom you are living, receiving welfare benefits or any kind of public assistance?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	17	42.5	4	5.3	0	0.0	21	18.1
NO	23	57.5	71	94.7	1	100.0	95	81.9
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Free School Meals Received by the Dropouts

The number of interviewees who received free meals or meals at a reduced price before they dropped out of school is reported in Table LXVI. Approximately 63 percent of the black and four percent of the white dropouts received free or reduced-price meals before quitting school.

TABLE LXVI

NUMBER OF DROPOUTS WHO RECEIVED FREE SCHOOL MEALS

Question: When you attend school, did you receive any free meals or meals for reduced proces?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	percent	Number	Percent	Number	Percent	Number	Percent
YES	25	62.5	3	4.0	0	0.0	28	24.1
NO	15	37.5	72	96.0	1	100.0	88	75.9
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Employment Status of Persons With Whom the Dropouts Were Living

As indicated in Table LXVII, 70 percent of the blacks and almost 91 percent of the whites reported that their parents and non-parents were either working full-time or part-time. Less than ten (9.4) percent of the interviewees said that the persons with whom they were living, were unemployed, retired, or disabled.

TABLE LXVII

EMPLOYMENT STATUS OF PERSONS WITH WHOM DROPOUTS WERE LIVING

EMPLOYMENT STATUS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Working Full-Time	25	62.5	66	88.0	0	0.0	91	78.4
Working Part-Time	3	7.5	2	2.7	0	0.0	5	4.3
Unemployed	3	7.5	1	1.3	0	0.0	4	3.4
Homemaking	3	7.5	2	2.7	0	0.0	5	4.3
Retired	2	5.0	2	2.7	0	0.0	4	3.4
Disabled	2	5.0	1	1.3	0	0.0	3	2.6
In School	0	0.0	1	1.3	1	100.0	2	1.7
Other	2	5.0	0	0.0	0	0.0	2	1.7
TOTALS	40	100.0	75	100.0	1	100.0	116	99.8

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Employment Status of the Dropouts

The employment status of the dropouts, prior to their quitting school, is shown in Table LXVIII. Approximately 38 percent of the interviewees had jobs before they quit school. Exactly 80 percent of the black dropouts and almost 51 percent of the white dropouts reported that they had no job prior to their quitting school.

TABLE LXVIII

EMPLOYMENT STATUS OF THE DROPOUT
BEFORE THEY QUIT SCHOOL

Question: When you were attending school, did you have a job?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	8	20.0	37	49.3	0	0.0	45	38.8
NO	32	80.0	38	50.7	1	100.0	71	61.2
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Number of Dropouts Who Owned Automobiles

The number of dropouts who reported that they owned automobiles while attending school is presented in Table LXIX. Approximately 28 percent of the respondents owned a car when they were in school. Ten percent of the blacks and approximately 39 percent of the whites were car owners before they dropped out of high school.

TABLE LXIX

AUTOMOBILE OWNERSHIP BY THE DROPOUTS

Question: When you were attending school, did you own an automobile?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	4	10.0	29	38.7	0	0.0	33	28.4
NO	36	90.0	46	61.3	1	100.0	83	71.6
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Number of Dropouts Who Had Siblings by Race

The number of dropouts, by race, who reported that they had siblings while attending school is shown in Table LXX. Approximately 91 percent of the 116 respondents stated that they had a sister or brother or both. Almost 93 percent of the black and 89 percent of the white dropouts had siblings while they were attending high school.

TABLE LXX

SIBLINGS OF DROPOUTS BY RACE

Question: While attending school, did you have any sisters or brothers?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	37	92.5	67	89.3	1	100.0	105	90.5
NO	3	7.5	8	10.7	0	0.0	11	9.5
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Dropouts, by Sex, Who Had Siblings

The number of interviewees, by sex, who had brothers and/or sisters when they were attending school is shown in Table LXXI. Approximately 91 percent of the males and 90 percent of the females had a brother or sister or both when they were still in school.

TABLE LXXI

SIBLINGS OF DROPOUTS BY SEX

Question: While attending school, did you have any sisters or brothers?

RESPONSE	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
YES	58	90.6	47	90.4	105	90.5
NO	6	9.4	5	9.6	11	9.5
TOTALS	64	100.0	52	100.0	116	100.0

Age Status of the Siblings of the Dropouts

Many of the dropouts who reported that they had siblings also stated that they had more than one sister or brother who was either younger or older than themselves. A few of their siblings might have been the same age as the dropouts; but this was not ascertained during the interview. Approximately 54 percent of the dropouts had from one to four siblings younger than they were. Approximately 60 percent of the respondents had from one to four brothers or sisters older than they were, as indicated in Table LXXII.

TABLE LXXII

NUMBER OF SIBLINGS YOUNGER OR OLDER THAN DROPOUTS

NUMBER	AGE STATUS			
	Younger		Older	
	Number	Percent	Number	Percent
7 or more	0	0.0	4	3.4
5 - 6	2	1.7	12	10.3
3 - 4	10	8.6	16	13.8
1 - 2	53	45.7	54	46.6
None	51	44.0	30	25.9
TOTALS	116	100.0	116	100.0

Dropouts' Siblings Who Quit School

The number of dropouts who had brothers and sisters to quit high school before completing the twelfth grade is reported in Table LXXIII. Approximately 42 percent of the 105 respondents said they had brothers or sisters that dropped out of school before completing twelfth grade. About 43 percent of the 37 blacks and 42 percent of the 67 whites who had siblings reported that some of their brothers and sisters quit before finishing high school.

TABLE LXXIII

NUMBER OF DROPOUTS' SIBLINGS WHO DROPPED OUT OF SCHOOL

Question: Did any of your sisters or brothers ever drop out of school before completing twelfth grade?

RESPONSE	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	16	43.2	28	41.8	0	0.0	44	41.9
NO	21	56.8	39	58.2	1	100.0	61	58.1
TOTALS	37	100.0	67	100.0	1	100.0	105	100.0

Main Reasons the Dropouts Quit School

The main reasons the 116 dropouts, by race, did not remain in school are indicated in Table LXXIV. Approximately 24 percent of the group said they had repeatedly failed in too many classes or they had gotten too far behind in grade placement. About 28 percent of the blacks and 23 percent of the whites gave this as their main reason. Nineteen percent of the dropouts said they quit because they were not interested in school. Approximately 13 percent of the blacks and 23 percent of the whites gave this as their main reason. Approximately 18 percent of the respondents said they stopped going to school because they could not get along with teachers or other school personnel. Approximately 20 percent gave "Other" reasons. Three of these persons said they wanted to start college early; three reportedly had taken the GED tests; three others said they did not want to discuss their reasons; and two reported that their classes were too crowded, noisy, and undisciplined. The remainder of respondents reported that they were expelled, got married, had medical, family or credit problems, or felt that school rules were too strict, as indicated in Table LXXIV.

TABLE LXXIV

REASONS DROPOUTS DID NOT REMAIN IN SCHOOL

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Was not interest in school	5	12.5	17	22.7	0	0.0	22	19.0
Repeated failures in too many courses (or got too far behind in grade placement)	11	27.5	17	22.7	0	0.0	28	24.1
To enlist in the military service	0	0.0	1	1.3	0	0.0	1	0.9
Could not enroll in the courses I wanted	0	0.0	0	0.0	1	100.0	1	0.9
Had to go to work (to help support family, parents or relatives)	2	5.0	5	6.7	0	0.0	7	6.0
Got in trouble with the law	4	10.0	1	1.3	0	0.0	5	4.3
Got pregnant	6	15.0	2	2.7	0	0.0	8	6.9
Could not get along with teachers or other school personnel	10	25.0	11	14.7	0	0.0	21	18.1
Others	2	5.0	21	28.0	0	0.0	23	19.8
TOTALS	40	100.0	75	100.1	1	100.0	116	100.0

Period of Time the Dropouts Had Been Out of School by Race

The length of time the dropouts had been out of school, at the time of the study, is shown in Table LXXV. Approximately 39 percent of the respondents had been out of school from 13 months to two years. Almost 43 of the whites and 33 percent of the blacks had dropped out of school for that length of time. More than one-half (51.7 percent) of the interviewees had been dropouts for a period spanding five months to one year.

TABLE LXXV

LENGTH OF TIME DROPOUTS HAD BEEN OUT OF SCHOOL BY RACE

LENGTH OF TIME	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than 1 month	1	2.5	0	0.0	0	0.0	1	.9
1 to 5 months	9	22.5	18	24.0	0	0.0	27	23.3
6 months to a year	14	35.0	18	24.0	1	100.0	33	28.4
13 months to 2 years	13	32.5	32	42.7	0	0.0	45	38.8
25 months to 3 years	3	7.5	7	9.3	0	0.0	10	8.6
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Period of Time the Dropouts Had Been Out of School by Sex

The length of time the dropouts had been out of school, by sex, is indicated in Table LXXVI. Approximately 58 percent of the females and 47 percent of the males had been dropouts for a period of time that spanded five months to one year. More than one-half (51.6 percent) of the males and 42 percent of the females had been out of school for more than one year.

TABLE LXXVI

LENGTH OF TIME DROPOUTS HAD BEEN OUT OF SCHOOL BY SEX

LENGTH OF TIME	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Less than 1 month	1	1.6	0	0.0	1	0.9
1 to 5 months	14	21.9	13	25.0	27	23.3
6 months to 1 year	16	25.0	17	32.7	33	28.4
13 months to 2 years	24	37.5	21	40.4	45	38.8
25 months to 3 years	9	14.1	1	1.9	10	8.6
TOTALS	64	100.1	52	100.0	116	100.0

Where Dropouts Spend Most of Their Time During the Day

The places where the 116 dropouts spend most of their time during the day are shown in Table LXXVII. Approximately 49 percent of the dropouts said that they spend most of their time at work. Thirty-one percent of the interviewees remain at their own homes or go to the homes of relatives. Approximately 13 percent of the respondents said that they were attending adult or other special schools. Four "others" said that they spend most of their time around community service and recreation centers.

TABLE LXXVII

PLACES WHERE DROPOUTS SPEND THEIR TIME BY RACE

PLACES	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
At my home or homes of relatives	19	47.5	17	22.7	0	0.0	36	31.0
At the homes of friends or other dropouts	0	0.0	0	0.0	0	0.0	0	0.0
At work	12	30.0	45	60.0	0	0.0	57	49.1
Looking for a job	2	5.0	2	2.7	0	0.0	4	3.4
On a corner hangout in the neighborhood	0	0.0	0	0.0	0	0.0	0	0.0
At poolrooms or other gamerooms in the neighborhood	0	0.0	0	0.0	0	0.0	0	0.0
Around high school campuses	0	0.0	0	0.0	0	0.0	0	0.0
Attending an adult or other special school	3	7.5	11	14.7	1	100.0	15	12.9
Others	4	10.0	0	0.0	0	0.0	4	3.4
TOTALS	40	100.0	75	100.0	1	100.0	116	99.8

Dropouts Who Had Enrolled in Vocational Programs

The number of dropouts who had enrolled in vocational programs before they quit school is shown in Table LXXVIII. Approximately 91 percent of the interviewees (93 percent of the blacks and 89 percent of the whites) had been enrolled in a vocational program sometime before they dropped out of school.

TABLE LXXVIII

NUMBER OF DROPOUTS WHO ENROLLED IN VOCATIONAL PROGRAMS BY RACE

Question: Were you ever enrolled in any vocational program in school before you dropped out?

RESPONSE	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	37	92.5	67	89.3	1	100.0	105	90.5
NO	3	7.5	8	10.7	0	0.0	11	9.5
TOTALS	40	100.0	75	100.0	1	100.0	116	100.5

Main Reasons Dropouts Did Not Enroll in Vocational Programs

Table LXXIX shows the reasons the interviewees did not enroll in a vocational program. More than one-third (36.4 percent) stated they were not interested in the type of training available at their schools. Forty-five percent gave "other" reasons, e.g. "no friends enrolled."

TABLE LXXIX

MAIN REASONS DROPOUTS DID NOT ENROLL IN VOCATIONAL PROGRAMS

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not interested in the type of training	0	0.0	4	50.0	0	0.0	4	36.4
No program available at my school	0	0.0	0	0.0	0	0.0	0	0.0
Training period too long	0	0.0	0	0.0	0	0.0	0	0.0
No training allowance available	0	0.0	0	0.0	0	0.0	0	0.0
Training available not related to job I already had	0	0.0	0	0.0	0	0.0	0	0.0
Found better training opportunity outside the school	0	0.0	0	0.0	0	0.0	0	0.0
On a waiting list to enroll	0	0.0	1	12.5	0	0.0	1	9.1
Lack of information about the program	0	0.0	0	0.0	0	0.0	0	0.0
Others	3	100.0	3	37.5	0	0.0	6	54.5
TOTALS	3	100.0	8	100.0	0	0.0	11	100.0

Dropouts Who Completed Vocational Programs

According to Table LXXX, approximately 43 percent (51.4 percent of the blacks and 39 percent of the whites) completed a vocational program or course before they dropped out of school.

TABLE LXXX

NUMBER OF DROPOUTS WHO COMPLETED VOCATIONAL PROGRAMS

Question: Did you complete the vocational program?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	19	51.4	26	38.8	0	0.0	45	42.9
NO	18	48.6	41	61.2	1	100.0	60	57.1
TOTALS	37	100.0	67	100.0	1	100.0	105	100.0

Reasons Dropouts Did Not Complete Vocational Programs in Which They Had Been Enrolled

As indicated in Table LXXXI, approximately 88 percent gave "other" reasons for not completing vocational programs in which they had enrolled. Fifty-two of the 53 said that their dropping out prevented them from completing the programs. The other one was expelled before finishing the program.

TABLE LXXXI

MAIN REASONS DROPOUTS DID NOT COMPLETE VOCATIONAL PROGRAMS IN WHICH THEY HAD ENROLLED

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Lost Interest	1	5.6	2	4.9	0		3	5.0
Found a job (or had to go to work)	0	0.0	2	4.9	0		2	3.3
Training period too long	0	0.0	0	0.0	0		0	0.0
Too difficult to learn	0	0.0	1	2.4	0		1	1.7
Got pregnant	0	0.0	0	0.0	0		0	0.0
Child-care problems	0	0.0	0	0.0	0		0	0.0
Family problems	0	0.0	0	0.0	0		0	0.0
Health or disability	0	0.0	1	2.4	0		1	1.7
Others	17	94.4	35	85.4	1	100.0	53	88.3
TOTALS	18	100.0	41	100.0	1	100.0	60	100.0

Dropouts Who Participated in Extra-Curricular Activities

According to Table LXXXII, approximately 72 percent of the dropouts did not participate in any co-curricular or extra-curricular clubs or activities. At least 70 percent of the blacks and the whites were non-participants.

TABLE LXXXII

NUMBER OF DROPOUTS PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES

Question: Before you dropped out of school, did you participate in any student clubs or extra-curricular activities?

RESPONSE	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	12	30.0	21	28.0	0	0.0	33	28.4
NO	28	70.0	54	72.0	1	100.0	83	71.6
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Dropouts' Reasons for Non-Participation in Extra-Curricular Activities

As indicated in Table LXXXIII, approximately 58 percent were not interested in extra-curricular activities at their former schools. About 30 percent did not participate in clubs or other co-curricular and extra-curricular activities due to their having to work after school or transportation problems. Ten percent cited "other" reasons. Five were at Sail School which did not have any extra-curricular activities.

TABLE LXXXIII

REASONS DROPOUTS DID NOT PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not interested	15	53.6	32	59.3	1	100.0	48	57.8
Have to work after school	4	14.3	10	18.5	0	0.0	14	16.9
Transportation problems	4	14.3	7	13.0	0	0.0	11	13.3
Couldn't participate in the area of my choice	0	0.0	2	3.7	0	0.0	2	2.4
Participation is based on sponsor's selection	0	0.0	0	0.0	0	0.0	0	0.0
Could not get along with the sponsor/supervisor	0	0.0	0	0.0	0	0.0	0	0.0
Cannot pay the required fees	0	0.0	0	0.0	0	0.0	0	0.0
Other	5	17.9	3	5.6	0	0.0	8	9.6
TOTALS	28	100.1	54	100.1	1	100.0	83	100.0

Dropouts Who Sought School Help or Advice

As indicated in Table LXXXIV, approximately 66 percent of the dropouts reported that they received advice or help with problems they had at school. More than one-half (52.5 percent) of the blacks and 72 percent of the whites had talked to or received help with their problems from someone at school.

TABLE LXXXIV

NUMBER OF DROPOUTS WHO SOUGHT SCHOOL HELP OR ADVICE WITH THEIR PROBLEMS BY RACE

Question: Before you dropped out, did you ever talk to anyone at school about the problems you were having?

RESPONSE	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	21	52.5	54	72.0	1	100.0	76	65.5
NO	19	47.5	21	28.0	0	0.0	40	34.5
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Sex of The Dropouts Who Sought Help

Table LXXXV indicates the sex of the interviewees who sought help, at school, with their problems. Approximately 71 percent of the females and 61 percent of the males received advice or help at school.

TABLE LXXXV

NUMBER OF DROPOUTS WHO SOUGHT SCHOOL HELP OR ADVICE WITH THEIR PROBLEMS BY SEX

Question: Before you dropped out, did you ever talk to anyone at school about the problems you were having?

RESPONSE	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	percent
YES	39	60.9	37	71.2	76	65.5
NO	25	39.1	15	28.8	40	34.5
TOTALS	64	100.0	52	100.0	116	100.0

Reasons School Help Was Not Sought by Dropouts

As indicated in Table LXXXVI, almost 63 percent of the 40 interviewees reported that they wanted to make their own decisions or that they did not need any help. Twenty percent (others) said that they did not want anyone to know about their problems or they left on the spur of the moment.

TABLE LXXXVI

REASON DROPOUTS DID NOT SEEK SCHOOL HELP OR ADVICE WITH THEIR PROBLEMS

REASONS	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Did not know to whom to go	2	10.5	1	4.8	0	0.0	3	7.5
Didn't feel like I needed any help or advice	4	21.1	1	4.8	0	0.0	5	12.5
Wanted to make my own decisions	8	42.1	12	57.1	0	0.0	20	50.0
School people always seemed too busy	0	0.0	0	0.0	0	0.0	0	0.0
Didn't get along with faculty and staff	1	5.3	0	0.0	0	0.0	1	2.5
Didn't have time to talk to anyone	0	0.0	0	0.0	0	0.0	0	0.0
Got advice from other students	0	0.0	0	0.0	0	0.0	0	0.0
Had discussions with parents, relatives or guardians	0	0.0	3	14.3	0	0.0	3	7.5
Other	4	21.1	4	19.0	0	0.0	8	20.0
TOTALS	19	100.1	21	100.0	0	0.0	40	100.0

Persons Who Helped the Dropouts by Race

The persons from whom the dropouts, by race, received advice or help when they attended school are shown in Tabe LXXXVII. More than two-thirds (68.5 percent of the 54 whites and almost 43 percent of the 21 blacks identified the counselor or occupational specialist as their source of help. Approximately 20 percent gave "other" responses that included friends, parents, coaches, and brothers. The number that are enclosed in parentheses, at the bottom of the table, were used to compute the percentages. This computation procedure avoids duplications in the numbers.

Persons Who Helped the Dropouts by Sex

Data concerning the sex of the respondents who received assistance with their problems are presented in Table LXXXVIII. More than two-thirds (67.5 percent) of the 37 females and more than one-half (56.4 percent) of the 39 males went to the counselor for help. Almost 11 percent of the females and 28 percent of the males sought help from the principal.

TABLE LXXXVII

PERSONS FROM WHOM DROPOUTS OBTAINED ADVICE OR HELP WITH THEIR PROBLEMS BY RACE

PERSONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Principal	5	23.8	10	18.5	0	0.0	15	19.7
Counselor or Occupational Specialist	9	42.9	37	68.5	1	100.0	47	61.8
Dean of Students	0	0.0	0	0.0	0	0.0	0	0.0
Social Worker or School Psychologist	0	0.0	0	0.0	0	0.0	0	0.0
Home room or other Teachers	3	14.3	8	14.8	0	0.0	11	14.5
Others	7	33.3	8	14.8	0	0.0	15	19.7
TOTALS	(21) 24		(54) 63		(1)		(76)	

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TABLE LXXXVIII

PERSONS FROM WHOM DROPOUTS OBTAINED ADVICE OR HELP WITH THEIR PROBLEMS BY SEX

PERSONS	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Principal	11	28.2	4	10.8	15	19.7
Counselor or Occupational Specialist	22	56.4	25	67.6	47	61.8
Dean of Students	0	0.0	0	0.0	0	0.0
Social Workers or School Psychologist	0	0.0	0	0.0	0	0.0
Homeroom or other Teachers	5	12.8	6	18.9	11	14.5
Others	7	17.9	8	21.6	15	19.7
TOTALS	(39) 45		(37) 43		(76) 88	

Places to Find Dropouts by Race

As indicated in Table LXXXIX, approximately 47 percent of the whites and 20 percent of the blacks said that former students can be found at work. Fifty percent of the blacks and approximately 29 percent of the whites said that when students drop out of school they can be found at their homes. Most of those whose responses were categorized under "others" said that they did not know. Some said that the former students would most likely be in parks or recreation areas, somewhere looking for a job, or in the military services.

Places to Find Dropouts by Sex

Table XC identifies the places where students, by sex, can be found after they have dropped out of school. Approximately 44 percent of the females and 30 percent of the males reported that students who drop out of school can be found at their own homes or at the homes of relatives or close friends. According to 39 percent of the males and 35 percent of the females, students who quit school can be found at work. Approximately 13 percent of the males said that dropouts could be found at poolrooms or other game-rooms in the dropouts' neighborhoods.

TABLE LXXXIX

PLACES TO LOOK FOR AND FIND DROPOUTS BY RACE

	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
At their home or at the homes of relatives or friends	20	50.0	22	29.3	0	0.0	42	36.2
At homes of other dropouts	0	0.0	0	0.0	0	0.0	0	0.0
At work	8	20.0	35	46.7	0	0.0	43	37.1
Attending adult or other special schools	0	0.0	0	0.0	0	0.0	0	0.0
At poolrooms or gamerooms	3	7.5	7	9.3	0	0.0	10	8.6
On or near campuses or other schools	2	5.0	1	1.3	0	0.0	3	2.6
On street corner hangouts	1	2.5	1	1.3	0	0.0	2	1.7
At taverns or restaurants	0	0.0	0	0.0	0	0.0	0	0.0
Others	6	15.0	9	12.0	1	100.0	16	13.8
TOTALS	40	100.0	75	99.9	1	100.0	116	100.0

TABLE XC

PLACES TO LOOK FOR AND FIND DROPOUTS BY SEX

DROPOUT PLACES	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
At their homes or at the homes of relatives or close friends	19	29.7	23	44.2	42	36.2
At the homes of other dropouts	0	0.0	0	0.0	0	0.0
At work	25	39.1	18	34.6	43	37.1
Attending adult or other special schools	0	0.0	0	0.0	0	0.0
At poolrooms or other gamerooms in their neighborhoods	8	12.5	2	3.8	10	8.6
On or near the campuses of other schools	1	1.6	2	3.8	3	2.6
On street corner hangouts in their neighborhoods	0	0.0	2	3.8	2	1.7
At taverns or restaurants	0	0.0	0	0.0	0	0.0
Other	11	17.2	5	9.6	16	13.8
TOTALS	64	100.1	52	99.8	116	100.0

Best Methods to Use to Contact Dropouts

If the school system wanted to contact students who had dropped out, the best ways to reach them (according to 116 dropouts) are indicated in Table XCI. Approximately 80 percent of the group reported that telephone calls to the dropouts' parents, relatives or guardians would be the best contact method. Three-fourth (75 percent) of the black and approximately 83 percent of the white respondents said that the telephone contacts would be best.

As indicated in Table XCI, approximately 18 percent of the dropouts gave responses that were categorized as "others". The bulk (11) of the respondents who reported "other" ways said that school personnel should visit the dropouts' homes. The remainder of the respondents who gave "other" ways said that the school should send letters to the dropouts. Several of the respondents said that either they had no opinion or they did not know the best way to contact students who dropped out of school.

TABLE XCI

BEST WAYS TO CONTACT DROPOUTS BY RACE

CONTACT METHODS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Telephone calls to parents, relatives or guardians	30	75.0	62	82.7	1	100.0	93	80.2
Radio and TV announcements	0	0.0	1	1.3	0	0.0	1	0.9
Newspapers and other printed media	0	0.0	0	0.0	0	0.0	0	0.0
Use of other dropouts	0	0.0	0	0.0	0	0.0	0	0.0
Use of close friends	0	0.0	0	0.0	0	0.0	0	0.0
Searches by school officials	0	0.0	0	0.0	0	0.0	0	0.0
Parent auxiliaries	0	0.0	0	0.0	0	0.0	0	0.0
Mobile public address vehicles	1	2.5	0	0.0	0	0.0	1	0.9
Others	9	22.5	12	16.0	0	0.0	21	18.1
TOTALS	40	100.0	75	100.0	1	100.0	116	100.1

Dropouts Who Would Return to Finish School by Race

The number of dropouts, by race, that expressed a willingness to return to school to complete the twelfth grade is indicated in Table XCII. Approximately 83 percent of the black and 47 percent of the white respondents said that they would return to finish high school if they had another opportunity to go back. Almost 60 percent of the 116 dropouts said that they would return to complete the twelfth grade if they had the opportunity to do so. Almost 18 percent of the blacks and 52 percent of the whites said that they would not return to high school.

TABLE XCII

NUMBER OF DROPOUTS THAT WOULD RETURN TO SCHOOL BY RACE

Question: If you had another opportunity to return to school, would you come back to finish?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	33	82.5	35	46.7	1	100.0	69	59.6
NO	7	17.5	39	52.0	0	0.0	46	39.7
MAYBE	0	0.0	1	1.3	0	0.0	1	0.9
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Dropouts Who Would Return to Finish School by Sex

The number of dropouts that would return to school to complete the twelfth grade is shown in Table XCIII. Approximately 60 percent of the former students said that they would return to finish high school if they had another opportunity. More than one-half of both the males (59.4 percent) and the females (59.6 percent) said that they would be willing to return to complete high school. About 39 percent of the 64 males and 40 percent of the 52 females reported that they would not return to finish high school if they had the opportunity to do so.

TABLE XCIII

NUMBER OF DROPOUTS THAT WOULD RETURN TO SCHOOL BY SEX

Question: If you had another opportunity to return to school, would you come back to finish?

RESPONSE	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
YES	38	59.4	31	59.6	69	59.5
NO	25	39.1	21	40.4	46	39.7
MAYBE	1	1.6	0	0.0	1	0.9
TOTALS	64	100.1	52	100.0	116	100.0

Main Reasons Dropouts Will Not Return to School by Race

The reasons 47 of the dropouts, by race, gave for not wanting to return to complete high school are reported in Table XCIV. Approximately 29 percent of the blacks said that either they had a family to support or that they plan to enroll in an adult evening or night school. Ten percent of the whites said that they were too old for their grade placement. About 85 percent of the 47 respondents gave "other" reasons: Twenty-five said that they had passed the GED tests; five were planning to take the GED tests; seven said that they did not like school; and the remainder of them said that they wanted to stay away from friends who were using drugs or they were waiting for job training.

Main Reasons Dropouts Will Not Return to School by Sex

Twenty-six males and 21 females said that they would not want to return to school to complete the twelfty grade even if they had another opportunity to do so.

According to Tabel XCV, approximately 15 percent of the males reported that they were too old for their grade placement to come back to school. Almost 85 percent of the males and 86 percent of the females cited "other" reasons that were previously mentioned in the above paragraph.

TABLE XCIV

REASONS DROPOUTS WOULD NOT WANT TO RETURN TO SCHOOL BY RACE

REASONS	BLACK		WHITE		OTHERS		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Got a good job	0	0.0	0	0.0	0	0.0	0	0.0
Have a family to support	1	14.3	0	0.0	0	0.0	1	2.1
Have younger or older relatives to help support	0	0.0	0	0.0	0	0.0	0	0.0
Have too much debt	0	0.0	0	0.0	0	0.0	0	0.0
Too old for my grade placement	0	0.0	4	10.0	0	0.0	4	8.5
Waiting to enlist in the military service	0	0.0	0	0.0	0	0.0	0	0.0
Health or disability	0	0.0	0	0.0	0	0.0	0	0.0
Plan to enroll in adule evening or night school	1	14.3	1	2.5	0	0.0	2	4.3
Others	5	71.4	35	87.5	0	0.0	40	85.1
TOTALS	7	100.0	40	100.0	0	0.0	47	100.0

TABLE XCV

REASONS DROPOUTS WOULD NOT WANT TO RETURN TO SCHOOL BY SEX

	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
Got a good job	0	0.0	0	0.0	0	0.0
Have a family to support	0	0.0	1	4.8	1	2.1
Have younger or older relatives to help support	0	0.0	0	0.0	0	0.0
Have too much debt	0	0.0	0	0.0	0	0.0
Too old for my grade placement	4	15.4	0	0.0	4	8.5
Waiting to enlist in the military service	0	0.0	0	0.0	0	0.0
Health or disability	0	0.0	0	0.0	0	0.0
Plan to enroll in adult evening or night school	0	0.0	2	9.5	2	4.3
Others	22	84.6	18	85.7	40	85.1
TOTALS	26	100.0	21	100.0	47	100.0

Persons Dropouts are Most Likely to Seek Help From by Race

The persons the dropouts, by race, are most likely to go to for help with a school problem are shown in Table XCVI. None of the titles of the school personnel were mentioned or suggested to the interviewees. Their responses were recorded only if they, themselves, mentioned the position of the school person. The numbers in the table represent only how frequently the titles were mentioned.

As indicated in Table XCVI, guidance counselors, peers or friends, and regular classroom teachers (in that order) were the three most frequently mentioned school persons from which the dropouts would seek help with their problems. Regardless of the race of the respondent, the guidance counselor was the most frequently mentioned. Eight "other" responses included parents, anyone who would help them get back in school, and no opinion.

Persons Dropouts are Most Likely to Seek Help From by Sex

As indicated in Table XCVII, both males and females most frequently mentioned the guidance counselor, peers or friends, and regular classroom teachers (in that order) as the persons to whom they would go to for help with school problems.

TABLE XCVI

PERSONS DROPOUTS ARE MOST LIKELY TO GO TO
FOR HELP WITH A PERSONAL OR SCHOOL PROBLEM BY RACE

	BLACK Frequencies	WHITE Frequencies	OTHERS Frequencies	TOTALS Frequencies
Principal or Assistant Principal	0	6	0	6
Guidance Counselor	24	44	1	69
Occupational Specialist	2	0	0	2
Dean of Students	0	0	0	0
Coach	1	0	0	1
Homeroom Teacher	0	0	0	0
Peers (Friends)	3	17	0	20
Vocational Teachers	1	9	0	1
Regular Classroom Teachers	4	8	0	12
Others	3	5	0	8

TABLE XCVII

PERSONS DROPOUTS ARE MOST LIKELY TO GO TO FOR HELP WITH A PERSONAL OR SCHOOL PROBLEM BY SEX

TITLES	MALE Frequencies	FEMALE Frequencies	TOTALS Frequencies
Principal or Assistant Principal	3	3	6
Guidance Counselor	38	29	67
Occupational Specialist	0	2	2
Dean of Students	0	0	0
Coach	1	0	1
Homeroom Teacher	0	0	0
Peers (Friends)	11	9	20
Vicational Teachers	1	0	1
Regular Classroom Teachers	8	4	12
Others	3	5	8

Changes for Bettering Schools for Dropouts by Race

Each dropout was asked the question: "If you could change anything in the school to make it better for you and other students who dropped out, what changes would you make?" None of the changes that were listed on the interview schedule were mentioned or suggested to the interviewees. Their responses are indicated as frequencies in Table XCVIII. The four most frequently reported changes (in order) dealt with: (1) ways the school faculty and staff relate to students, (2) general school policies and regulations, (3) nature and number of curriculum offerings, and (4) guidance and counseling services. School policies and regulations and ways the faculty and staff relate to students were the two most frequently reported changes needed regardless of the race of the respondent, as indicated in Table XCVIII.

Changes for Bettering Schools for Dropouts by Sex

As indicated in Table XCIX, both the males and females most frequently reported the need for changes in the ways the faculty and staff relate to students and in general school policies and regulations. The third need most frequently reported by the males was the nature and number of curriculum offerings. The females' third most frequently reported need was for changes in guidance and counseling services, according to Table XCIX.

TABLE XCVIII

CHANGES THAT WOULD MAKE THE SCHOOLS BETTER FOR DROPOUTS BY RACE

CATEGORIES OF CHANGES	BLACK Frequencies	WHITE Frequencies	CTHERS Frequencies	TOTALS Frequencies
Nature and number of curriculum offerings	2	11	0	13
Extra-curricula policies and activities	2	3	0	5
Guidance and Counseling services	0	9	0	9
General school policies and regulations	17	43	0	60
Testing and grading methods	0	5	0	5
Course selection and placement methods	0	2	0	2
Ways the school faculty and staff relate to students	24	40	0	64

TABLE XCIX

CHANGES THAT WOULD MAKE THE SCHOOL BETTER FOR DROPOUTS BY SEX

CATEGORIES OF CHANGES	MALE Frequencies	FEMALE Frequencies	TOTALS Frequencies
Nature and number of curriculum offerings	10	3	13
Extra-curricular policies and activities	3	2	5
Guidance and Counseling service	4	5	9
General school policies and regulations	30	30	60
Testing and grading methods	3	2	5
Course selection and placement methods	1	1	2
Ways the faculty and staff relate to students	33	31	64

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Changes Needed to Encourage Dropouts to Remain in High School

Each dropout was asked to discuss, briefly, any specific changes he or she felt could be made by the school to encourage students to remain to complete their high school education. Their responses were sorted and grouped according to similarities. The changes that were suggested are reported in Table C.

As indicated in Table C, school rules and regulations headed the list as the most frequently reported change needed. Changes were suggested for school attendance policies, penalties for skipping and tardiness, unbinding academic grades and attendance, permitting pregnant girls to attend regular schools, allowing students to go off campus for lunch, and tightening efforts tc eliminate the use of drugs on campus.

The category, "teacher", was the second most frequently reported need for change. Thirty-seven students stated that teachers needed to be more enthusiastic about their subjects; teachers need to explain rather than simply hand out books, worksheets and other printed materials. Twenty-seven students suggested the need for improved teacher-student relationships. Eighteen students said that teachers should give them, the student, more respect and responsibility, and let them make more decisions on their own.

The need for better classroom discipline, less noise, less fighting, and the elimination of paddling were mentioned by twelve interviewees. Seven students mentioned the need to eliminate racial prejudice and improve in-school detention.

Thirteen students who felt that "the administration did not care about students", mentioned the need to improve the relationship between the administration and the students.

Eight students reported the need for improvement in lunchrooms, books, and other school facilities. Eight students felt that there were too many required courses. A similar number of students felt that guidance counselors needed to help students more before they drop out of school.

Some interviewees said that the students should be permitted to work at their own pace, and less pressure should be placed on students about grades. A few interviewees reported that students should be allowed to play sports even if they have poor grades in academic work. Two students mentioned the need for better placement of students in academic classes.

Eleven interviewees cited changes that were grouped under miscellaneous. These included the need for more parental involvement with grades and skipping, the schools' adaptation of what is best for the students rather than what is best for the school, and the need to start school a little later during the day.

TABLE C

SPECIFIC SCHOOL CHANGES NEEDED TO ENCOURAGE DROPOUTS TO REMAIN IN SCHOOL

SPECIFIC CHANGES	FREQUENCIES
Rules and Regulations	93
Teachers	82
Discipline	19
Administration-Student Relationship	13
Facilities	8
Credits	9
Counselors	8
Grades	7
Extra-Curricular Activities	7
Classes	6
Academic Placement	2
Miscellaneous	11
No Changes Needed	12
No Opinion	6

Dropouts Suggestions About How Peers Can Help the Schools

The interviewees were asked if they had any suggestions as to how peers can work with other dropouts to get them back in school or keep students from leaving school before completing twelfth grade. The responses of those that had suggestions were sorted and grouped for similarities. The suggestions for peer strategies are indicated in Table CI. Fifth-five respondents suggested that dropouts or friends be used to give lectures or talks to prospective dropouts and to former students who quit before completing high school. Sixteen dropouts suggested that peer counseling groups be used. Dropout assembly programs with former school leavers as guest speakers were also suggested. By using talks and assembly programs, the interviewees felt that helpful information could be gotten to most ninth graders early to establish a preventative approach to the dropout problem. Eight dropouts suggested the use of job training and education as a strategy to make students realize how difficult it would be to obtain employment without employability skills. Three interviewees suggested that each school hire a dropout to work full-time with problem students. The remainder of the interviewees either had no suggestions or they stated that once a student had made a decision to dropout, he or she probably could not be made to see the benefits of staying in school.

TABLE CI

SUGGESTIONS FOR PEER STRATEGIES

SUGGESTED STRATEGIES	FREQUENCIES
Peer Lectures and Talks	55
Peer Counseling Groups	16
Dropout Assembly Programs	11
Job Training/Education Strategy	8
Dropout School Staff Member	3
Others	2
No Suggestions	35

Willingness of Dropouts to Work with Peers by Race

The number of dropouts, by race, who were interested in working with other peers on problems related to helping students remain in school are indicated in Table CII. Slightly less than two-thirds (66.4 percent) of the interveiwees said that they would be willing to work with peers. Seventy-two percent of the whites and approximately 58 percent of the black respondents said that they would be willing to work with other dropouts and peers to encourage students to stay in school until they finish twelfth grade.

TABLE CII

DROPOUTS INTERESTED IN WORKING WITH PEERS BY RACE

Question: Would you be interested in working with other peers on problems related to staying in school?

RESPONSE	BLACK		WHITE		OTHER		TOTALS	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
YES	23	57.5	54	72.0	0	0.0	77	66.4
NO	17	42.5	21	28.0	1	100.0	39	33.6
TOTALS	40	100.0	75	100.0	1	100.0	116	100.0

Willingness of Dropouts to Work with Peers by Sex

As indicated in Table CIII, more than two-thirds (67.3 percent) of the females and approximately 66 percent of the males reported that they would be interested in working with other dropouts or peers on problems related to encouraging students to stay in school to complete their high school education.

TABLE CIII

DROPOUTS INTERESTED IN WORKING WITH PEERS BY SEX

Question: Would you be interested in working with other peers on problems related to staying in school?

RESPONSE	MALE		FEMALE		TOTALS	
	Number	Percent	Number	Percent	Number	Percent
YES	42	65.6	35	67.3	77	66.4
NO	22	34.4	17	32.7	39	33.6
TOTALS	64	100.0	52	100.0	116	100.0

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the findings that were described in the results of this study, the major conclusions reached, and some recommendations growing out of the investigation.

The purpose of the study was to ascertain pertinent information from present and former students in order to develop an annovative approach that could be used to reach and help high school dropouts and potential high school dropouts in Leon County, specifically, and elsewhere in Florida. More specifically, the objectives of the study were to:

1. Determine, from peers, why such large number of students drop out each year before completing senior high school.
2. Determine, from peers, the most effective method to reach dropouts.
3. Determine, from peers, the most likely place to reach dropouts.
4. Develop, with peer assistance, resources to effectively reach and help dropouts.
5. Reduce the large number of high school dropouts.
6. Improve educational and occupational training placements of potential high school dropouts.
7. Improve other vocational guidance practices and services that are rendered to the target population.

Data for the study were obtained through interview schedules used in a series of personal and telephone interviews conducted in Tallahassee (Leon County), Florida. The data was secured from two different groups: (1) potential dropouts in grades nine to twelve and (2) dropouts from grades nine through twelve who were sixteen years of age or older.

Summary of Findings: Potential Dropouts

Of the 166 potential dropouts included in the study, 103 were males and 63 were females. Approximately 51 percent of the group were age 16 or 17. Forty percent of them were age 14 or 15.

Approximately 62 percent of the males were white, 37 percent were black, and one was an Oriental. Fifty-four percent of the females were black and 46 percent were white. Fifty-six percent of the potential dropouts were white and 43.4 percent were black.

More than two-thirds of the 166 respondents were in grades 9 and 10. Almost 70 percent of the 63 females and 67 percent of the 103 males were enrolled in graded 9 and 10.

More than two-thirds of the black students and more than three-fourths of the white respondents were enrolled in grades 9 and 10.

More ninth, tenth, and eleventh graders who participated in the study attended Godby High School than any high school. More than one-third of the 166 respondents attended Godby and slightly more than one-fourth attended Rickards High School. Lincoln and Leon High Schools, respectively, accounted for 21.1 and 14.5 percent of the total group.

Approximately 38 percent of the 72 black students attended Godby and almost 21 percent of the black respondents attended Rickards. Godby and Rickards High Schools had the same percentage (30.1 percent) of whites. Almost 24 percent

of the white respondents were students at Lincoln High. Sails had eight students, four black and four whites.

More than one-half (51.2 percent) of the potential dropouts were born in Leon County. Almost 44 percent of the males and 64 percent of the females indicated Leon County as their birthplace.

More than two-thirds of the interviewees had resided in Leon County for more than twelve years. More than three-fourths of the group had lived in Leon County for eight or more years.

Forty percent of the potential dropouts had attended their present schools for less than one year. Almost one-third of the respondents had been at their present schools from three to four years.

Sixty percent of the interviewees lived with both parents. Almost 64 percent of the males and 54 percent of the females lived with their mothers and fathers.

Almost 25 percent of their mothers and 29 percent of their fathers had either completed some college grade or graduated from college. The highest grade completed by approximately 45 percent of the mothers and 47 percent of the fathers was twelfth. The educational attainment for 30 percent of the mothers and 24 percent of the fathers was eleventh grade or below.

Approximately two-thirds of the mothers of the black respondents had received some high school education or had graduated from high school. Almost 72 percent of the

mothers of the white respondents had obtained some high school education or had graduated from high school. Almost 87 percent of the fathers of the black respondents and 83 percent of the fathers of the white respondents had received some high school education or had graduated from high school.

Of the 14 interviewees who were not living with either their mothers or fathers, 30 percent of their non parents had completed the twelfth grade, 50 percent had completed tenth grade or less, and 20 percent graduated from a four-year college.

Roughly 74 percent of the parents or others persons with whom the potential dropouts were living owned their own homes. Approximately 58 percent of the black and 85 percent of the white interviewees reported that the persons with whom they were living owned their places of residence. Almost 26 percent of the respondents were living in rented residents.

Public assistance was received by the parents and non parents with whom approximately 18 percent of the respondents were living.

Approximately 51 percent of the black and 12 percent of the white respondents received free school meals or meals at a reduced price.

The parents and non-parents of approximately 86 percent of the interviewees were either working full-time or part-time.

More than three-rourths of the 166 interviewees did not have a job. Eleven percent of the blacks and 31 percent of the whites reported that they had jobs. More males than females had jobs.

Automobiles were owned by approximately 17 percent of the interviewees. Most of the owners were whites.

Ninety-four percent of the respondents had sisters and brothers. Almost 18 percent of the interviewees had siblings who were three to six years younger than they. Almost 24 percent of their sisters and brothers were from three to six years older than the interviewees.

One-third of the black respondents and approximately 25 percent of the white interviewees had sisters and brothers that quit school before completing the twelfth grade.

Almost 90 percent of the potential dropouts said that they plan to remain in school to complete the twelfth grade. Approximately 94 percent of the 74 blacks and 87 percent of the 93 whites said that they would stay in school to complete the twelfth grade.

Approximately 85, 89, 97 and 95 percent of the ninth, tenth, eleventh, and twelfth graders, respectively, reported that they would finish high school.

Of the 17 persons who did not plan to or were undecided about completing the twelfth grade, the bulk of them said that they were not interested or that they were failing too many courses.

Approximately 87 percent of the potential dropouts reported that they studied after school during the weekday afternoons or on weekends. Of the 19 that did not study after school, 57.9 percent said that they did not feel like studying. Approximately 16 percent had to go to work.

Of the 147 interviewees who studied after school, 19 percent studied for more than six hours a week; approximately 45 percent studied from three to six hours; and 36 percent studied for two hours or less.

Sixty-three percent of the potential dropouts were enrolled in vocational programs. Sixty-one percent of the blacks and 65.6 percent of the whites were enrolled in vocational programs.

Of the 61 potential dropouts who were not enrolled in a vocational program, 36.1 percent were not interested. Approximately 56 percent listed other reasons which included their desires for only academic courses, scheduling problems, and their report that they had no choice in making their schedules.

Approximately 98 percent of the interviewees who were enrolled in vocational programs reported that they plan to remain in them until they complete the programs. All of the blacks and approximately 97 percent of the whites plan

to complete the vocational programs in which they are enrolled.

The two who did not plan to complete their vocational programs reported that they plan to quit school or had already taken the GED tests.

Almost 35 percent of the potential dropouts were participating in extra-curricular or co-curricular activities. Approximately 46 of the blacks and 26 percent of the whites were participants.

Of the 108 interviewees who did not participate in extra-curricular or co-curricular activities, approximately 64 percent reported that they were not interested, had to work after school, or had transportation problems.

Approximately 52 percent of the potential dropouts reported that they received advice or help with problems that they had at school. Forty-seven percent of the blacks and almost 56 percent of the whites received help at school. More than one-half of the males and females received help at school.

Of the 79 potential dropouts who did not seek help at school, more than one-half of them reported that they did not need any help or that they wanted to make their own decisions.

More than one-half of those who got help at school, received assistance from guidance counselors. Approximately 15 percent got help from homeroom teachers or "teachers they trusted." About 17 percent received help and got advice

from peers or friends, school resource offices, and secretaries.

More than one-half of the male and female interviewees went to the guidance counselor or occupational specialist for help with their problems.

When they skip classes or stay out of school, 41 percent of the interviewees usually stay at home. Forty-four percent of the blacks and 39 percent of the whites reported their homes as skip places. Approximately 39 percent of the males and 44 percent of the females used their homes as skip places.

Most of the students who skip classes or stay out of school can be found on or near the campuses of their own schools. More than three-fourths of the potential dropouts reported "searches by school officials" as the best method to use to contact students who play hookey from school.

Guidance counselors, peers or friends, classroom teachers, and principals (in that order) are the persons, at school, who the potential dropouts are most likely to contact for help with a problem.. Attendance persons, school resource officers, in-school suspension teachers, and community school coordinators were most frequently mentioned as "others."

School policies and regulations, the ways the school faculty and staff relate to students, the curriculum, testing and grading methods and guidance services (in that order)

were the changes most frequently suggested by the potential dropouts when asked how to make the school better.

The top five changes needed (and suggested by the interviewees) to encourage potential dropouts to remain in school pertained to school rules and regulations, administration-student relationships, classes, teacher-student relationships, and guidance services.

Summary of Findings: Dropouts

Of the 116 dropouts included in the study, 64 were males and 52 were females. Approximately 97 percent of the total group were between the ages of 16 and 18.

More than two-thirds of the males were white and approximately 31 percent of the males were black. There was one male Hispanic. Approximately 62 percent of the females were white and almost 39 percent were black.

The highest grades completed by more than two-thirds of the dropouts ranged from tenth to eighth. More than two-thirds of the females and approximately 72 percent of the males had completed only grades eight, nine, or ten.

Approximately 58 percent of the blacks and 64 percent of the whites had completed grades 10 and 11.

Godby High School had the largest percentage of the dropouts who had finished only eighth grade. Rickards and Godby High, each, had approximately 30 percent of those who finished only the ninth grade. Rickards had the largest percentage of those who had completed tenth grade. Lincoln had the largest percentage (more than one-third) of the interviewees who had completed eleventh grade.

Godby, Rickards, and Lincoln High Schools, each, accounted for more than one-fourth of the dropouts that reported the last schools they attended.

One-half of the 116 dropouts were born in Leon County. Almost 55 percent of the males and 44 percent of the females indicated Leon County as their birthplace.

Approximately 73 percent of the dropouts had resided in Leon County more than twelve years.

The bulk (94 percent) of the dropouts either lived with one or both of their parents.

Of the number of dropouts who knew their parents' educational attainment, 26 percent of their mothers and approximately 30 percent of their fathers had dropped out before completing twelfth grade. The highest educational attainment for approximately 47 percent of the mothers and 36 percent of the fathers was the completion of twelfth grade. Approximately 27 percent of the mothers and 35 percent of the fathers either had completed some college grade or graduated from college.

Approximately eight percent of the mothers and 13 percent of the fathers of the black respondents either had completed some college grade or graduated from a four-year college. Approximately 34 percent of the mothers and 39 percent of the fathers of the white respondents either had completed some college grade or graduated a four-year or five-year college program. Approximately 42 percent of the mothers and 26 percent of the fathers of the white interviewees left school before graduating from the twelfth grade.

Five of the seven dropouts knew the educational attainment of the non-parents with whom they were living. Eighty percent had completed either high school or the sophmore level in college.

Approximately 64 percent of the persons with whom the dropouts lived owned their homes. About 79 percent of the white respondents and 38 percent of the black respondents lived in residents that were owned by their parents, relatives or guardians.

Approximately 98 percent of the 42 dropouts who lived in homes that were not owned resided in places that were rented.

Some form of public assistance was received by the parents, relatives, or guardians of approximately 18 percent of the dropouts. Approximately 43 percent of the blacks and five percent of the whites reported that the persons with whom they were living were receiving some kind of public assistance.

Free or reduced-price meals at school were received by 24 percent of the dropouts before they quit school. Approximately 63 percent of the blacks and four percent of the whites received the meals.

Approximately 70 percent of the blacks and 91 percent of the whites reported that their parents and non-parents were either working full-time or part-time.

Before they quit school, 80 percent of the black dropouts and 51 percent of the white dropouts said they did not have a job.

Approximately 91 percent of the dropouts stated that they had a brother or a sister or both. Almost 93 percent

of the black and 89 percent of the white dropouts had siblings.

Ninety-one percent of the males and 90 percent of the females had siblings when they were still in school.

Approximately 60 percent of the dropouts had from one to four brothers or sisters older than they were. Approximately 54 percent of the dropouts had from one to four sisters and/or brothers that were younger than they were.

Approximately 42 percent (of the 105 dropouts who had siblings) had sisters and/or brothers that quit school before completing twelfth grade. Forty-three percent of the blacks and 42 percent of the whites had brothers and/or sisters that also dropped out before completing high school.

The main reason for quitting high school, reported by 24 percent of the dropouts, was that they had repeatedly failed too many classes or had gotten too far behind in grade placement. Nineteen percent of the dropouts said they quit because they were not interested in school. Eight percent of the respondents said they stopped school because they could not get along with teachers or other school personnel.

Approximately 39 percent of the dropouts had been out of school from 13 months to two years. Almost 43 percent of the whites and 33 percent of the blacks had been dropouts for that same length of time.

Approximately 42 percent of the females and 52 percent of the males had been dropouts for more than one year.

During the day, 49 percent of the dropouts said they spend most of their time at work; 31 percent said they spend most of their time at their own homes or at the homes of relatives and; 13 percent said they utilize most of their time attending adult or other special schools.

Approximately 91 percent of the 116 interviewees (93 percent of the blacks and 89 percent of the whites) reported that they had been enrolled in a vocational program sometime before they dropped out of school.

Eleven of the dropouts had never been enrolled in a vocational program before quitting school. Approximately 36 percent of them said that their main reason was they were not interested in the type of program or training that was available at their schools.

Approximately 43 percent of the 45 dropouts who had been enrolled in a vocational program prior to leaving high school reported that they completed their programs. Fifty-one percent of the blacks and 39 percent of the whites were program completers.

Fifty-three of the 60 interviewees who did not complete the vocational programs in which they had enrolled said their dropping out of school was the main reason they did not finish the training programs.

Roughly 72 percent of the 116 dropouts did not participate in extra-curricular activities. Seventy percent of the blacks and 72 percent of the whites were non-participants.

Fifty-eight percent of the 83 dropouts who did not participate in extra-curricular activities said their main reason was they were not interested in the activites. More than one-half of the blacks and the whites were not interested. Approximately 30 percent reported that they did not participate because they had to work after school.

Approximately 66 percent of the dropouts reported that they received advice or help with their problems at school. About 53 percent of the blacks and 72 percent of the whites reported that they talked to or received help with their problems from someone at school.

Approximately 71 percent of the females and 61 percent of the males received help or advice at school.

Forty of the dropouts did not go to anyone at school for help or advice concerning their problems. According to 63 percent of them, their main reason was that they wanted to make their own decisions. Another 20 percent said they did not want anyone to know about their problems or they left on the spur of the moment.

More than two-thirds of the 54 whites and approximately 43 percent of the 21 blacks (who sought help at school) identified the counselor or occupational specialist as their sources of help. Another 20 percent of the respondents said they got help from friends, parents, coaches, and brothers.

Approximately 68 percent of the 37 females and 56 percent of the 39 males (who sought and got help) went to the

counselor or occupational specialist for assistance.

Approximately 47 percent of the whites and 20 percent of the blacks said former students who dropped out of school can be found at work. Fifty percent of the blacks and approximately 29 percent of the whites identified the home as the place to look for and find dropouts.

The homes of relatives or close friends were identified by 44 percent of the females and 30 percent of the males at the best places to look for and find students after they drop out of school.

The best method to use to contact dropouts, according to 80 percent of the interviewees, is telephone calls to their parents, relatives or guardians. The telephone mode was reported by 75 percent of the blacks and approximately 83 percent of the whites. The bulk of the 18 percent that cited "other" reasons said that the best method is for the school to make personal visits to the dropouts' homes.

Approximately 83 percent of the black and 47 percent of the white respondents stated that they would be willing to return to finish high school if they had another opportunity. As a group, 60 percent of the 116 dropouts said they would not return to school to complete twelfth grade.

More than one-half of both, the males (59.4 percent) and the females (59.4 percent) indicated a willingness to return to complete high school if they had another opportunity.

Forty-seven of the dropouts said they did not want to return to complete high school. The main reasons given by 29 percent of the seven blacks were they had families to support or they plan to enroll in an adult evening or night school. Approximately 88 percent of the whites cited "other" reasons. They said that they had passed or were planning to take the GED tests; they did not like school; and they wanted to stay away from friends who were using drugs.

Twenty-six males and 21 females did not express a willingness to return to school. Fifteen percent of the males said they were too old for their grade placement. About five percent of the females reported they had families to support. Eighty-five percent of the males and 86 percent of the females cited "other" reasons such as having passed or planning to take the GED tests, disliked school; wanted to stay away from friends who were using drugs; or they were waiting for job training.

Guidance counselors, peers or friends, and regular classroom teachers (in that order) were the three most frequently mentioned persons that the dropouts would go to for help with their problems. Regardless of the race of the dropouts, the guidance counselor was the most frequently mentioned.

Regardless of the sex of the dropouts, guidance counselors, peers or friends, and regular classroom teachers (in that order) were the three most frequently mentioned

persons the respondents said they would go to for help with school problems.

The four most frequently reported changes for making schools better for dropouts were (in the order that they were mentioned) changes in: (1) the ways the school faculty and staff relate to student, (2) general school policies and regulations, (3) the nature and number of curriculum offerings, and (4) guidance and counseling services.

School policies and regulations and the ways the faculty and staff relate to students were the two most frequently mentioned changes needed in the schools regardless of the race of the respondents.

Regardless of the sex of the respondents, changes in the ways the faculty and staff relate to students and changes in general school policies and regulations (in that order) were the two most frequently mentioned alterations needed by the schools in order to make them better for dropouts.

School rules and regulations headed the list as the most frequently mentioned change needed to encourage students to remain to complete their high school education. Changes related to teachers' attitudes and enthusiasm was the second most frequently mentioned. Changes related to the dropouts' perception of the administration as "not caring about the students" and the need for better classroom discipline were the next two most frequently mentioned

alterations needed to encourage students to stay in high school until they complete twelfth grade.

The four most frequently reported peer strategies suggested by the dropouts (to keep students from leaving school before they graduate) were: (1) peer lectures and talks, (2) use of peer counseling groups, (3) dropout assembly programs, and (4) job training and education strategy.

Approximately 66 percent of the dropouts stated that they would be willing to work with peers to help students stay in until they complete twelfth grade. Seventy-two percent of the whites and 58 percent of the blacks expressed a willingness to work with peers.

More than two-thirds (67.3 percent) of the females and 66 percent of the males reported that they would be interested in working with other dropouts or peers to encourage students to remain in school to complete their high school education.

Conclusions

Since dropouts and potential school dropouts in different communities may differ significantly with respect to age, sex, race, economic backgrounds, and other unique factors, no claim can be made that the findings and conclusions of this study are generally applicable to the entire State of Florida or the whole country. It is believed, however, that the study reported here represents a rather accurate picture of the dropouts and potential dropouts in the county and school system with which it was concerned. To the extent that it is representative of other counties and school systems of similar size and circumstances, at the time of the study, the conclusions drawn may be applicable to them also.

Most of the high school students in Leon County who dropped out before completing the twelfth grade quit because of several major reasons: (1) poor or irregular attendance records, (2) poor academic achievement or repeated failures, (3) inability to get along with teachers or other school personnel, (4) school discipline problems, (5) lack of interest in school, and (6) marital, medical, and a variety of family or personal problems.

Most of the dropouts and potential school dropouts in Leon County were living with parents or non parents who own their places of residence.

Most of the parents or persons with whom the dropouts and potential dropouts were living were either working full-time or part-time.

Most of the potential dropouts and the dropouts (before they severed their formal relations with the schools) did not have jobs. Larger percentages of black dropouts and potential dropouts than white dropouts and potential dropouts did not have jobs.

Many of the parents of the dropouts and potential dropouts left school before completing twelfth grade. Judging from the findings, large numbers of parents of the dropouts and potential dropouts also received some high school education or graduated from high school.

A large number of siblings of the dropouts and potential dropouts quit school before completing twelfth grade.

Even though large percentages of the potential dropouts and dropouts reported that they were or had been enrolled in vocational programs, many of them (because of the highest grade levels they completed or were currently enrolled in) were probably not enrolled in programs that provided direct entry-level job preparatory skills. Many were probably enrolled in prevocational or fundamental courses in industrial arts, general business education, general homemaking, general agriculture, etcetera.

Most of the dropouts and potential dropouts did not participate or were not participating in extra-curricular activities.

Most of the potential dropouts who skipped classes or played hookey from school could usually be found on or near the campuses of their own schools. The best methods of contacting hookey players is searches by school attendance officials.

Most students who dropped out of school can be found at work, at their own homes, or at the homes of their relatives or close friends.

Judging from the findings, the two best ways to contact dropouts are by making telephone calls to their parents, relatives or guardians and by making personal visits to their homes.

Most of the former students who dropped out of school would be willing to return to complete their high school education if they had another opportunity.

Judging from the findings, guidance counselors, peers or friends, and classroom teachers are most likely to be contacted for help by dropouts and potential dropouts.

Most of the dropouts and potential dropouts believe that changes in the ways the school faculty and staff relate to students, changes in school policies and regulations, changes in the curriculum, and changes in guidance and counseling services are needed to make the schools better and to encourage students to remain in school to complete the twelfth grade.

Recommendations

Just as there is no typical dropout, there is no single approach or dropout program that will provide the most satisfactory solutions to all of the problems of reaching and helping students who are likely to quit school or former students who have already dropped out of school. The Leon County School System and school systems in other cities and communities will need to find solutions that are relevant to their unique circumstances; but guided by the findings and the conclusions growing out of this investigation, the following recommendations are made.

At least two pronged attacks should be made simultaneously on school dropout problems. The attacks should include: (1) dropout prevention and (2) dropout recovery.

The major thrust of the Dropout Prevention Program (DPP) should be aimed at stopping identified (and, if possible, unidentified) potential dropouts from leaving before completing high school where (it is assumed) they will have received an adequate basic education and developed sufficient employability skills. The Dropout Prevention Program should focus on at lease three main aspects of the potential dropneeds: (1) basic academic skills that are essential for successful everyday living and that are fundamental for the student's successful participation in vocational programs, (2) vocational training skills needed for employability development, and (3) opportunities for improving attitudes and developing positive self-concepts.

In order for the Dropout Prevention Program to be most effective in meeting the needs of the potential dropouts, the approaches and delivery systems used should be individualized. Included, among others, should be: (1) assessment of each participant, (2) individually prescribed and personalized learning activities, (3) remedial assistance with basic skills when needed, (4) flexibility in the amount of time for each participant to learn, (5) vocational training that is tailormade for the individual and his or her occupational goal, and (6) opportunities which place emphasis on individuals' strengths (rather than weaknesses) to improve their attitudes and concepts of themselves.

A variety of supportive services should be provided as needed to enable the youth to succeed in the program. These services will normally include individual assistance with personal, educational, and employment-related needs of the student.

The major thrust of the Dropout Recovery Program (DRP) should be aimed at reclaiming the younger unemployed persons who had very recently dropped out of school and who are economically handicapped due to their lack of adequate education and job-training. The Dropout Recovery Program should focus on at least three main aspects of the former students' needs: (1) essential academic skills that are necessary for everyday living and for their successful participation in vocational programs, and (2) vocational

training skills needed for thier employability development, and (3) opportunities for improving attitudes and developing positive self concepts.

In order for such programs to be most effective in meeting the dropouts' needs, the learning experiences and activities must, of necessity, be individually prescribed and tailored to each participant's occupational goal; mental, physical, and psychological strengths and weaknesses; unique sytles and rates of learning; and other unique traits and circumstances.

The times for the dropouts to enter, complete, and exit the program either should be very flexible or non-existent.

The teachers who will be assigned to manage the type of instructions needed by the dropouts should be specifically trained to perform their non-traditional tasks.

If one does not currently exist, a system for the early identification of prospective school dropouts should be developed and implemented. The Early Identification System (EIS) should be designed to easily spot potential dropouts at least by the time they reach middle or junior high school levels.

Students who are enrolled in middle or junior high schools, and who have been identified as likely dropout candidates, should be provided with sufficient basic adademic skills that are essential to everyday living and that are fundamental for successful participation in high school and post-high school vocational education programs. These middle or junior high school students should also be

encouraged to enroll and participate in a variety of courses that make special provisions for occupational exploration and the development of fundamental pre-vocational skills that have counterparts in vocational training programs at the high school level.

Students who are enrolled in high schools (in grades 9 through 12) and who have been identified as prospective dropouts should be persuaded to enroll in some vocational programs which will develop transferable skills that leads directly to some post-training employment. In addition, these students should be provided with sufficient basic academic skills that are necessary for them to be able to satisfactorily perform essential everyday tasks as young adults.

If one is not in use, establish and use a discipline system which rewards students for positive behavior.

Examine the discipline system to determine if the penalties are clearly stated and if the enforcement of them is consistently applied or carried out.

Examine the general school rules and regulations to ascertain what, if any, changes are necessary.

Review the criteria and policies relating to participation in co-curricular and extra-curricular activities to determine what, if any, changes are necessary to encourage participation by students who are likely to drop out of school.

Study the relationships that exist between the school staff/faculty and the students (especially those who are chronically absent and repeatedly failing in academic work) to determine if any improvements are needed.

Study the feasibility and effect of having professional counseling supplemented by peer counseling.

Study the curriculum offerings to determine what changes, if any, can or need to be made to encourage students to remain to complete high school.

Study (and test, if possible) the feasibility and effect of linking a requirement for attendance and performance in school to a guaranteed job (part-time during the school year and full-time during the summer) to potential dropouts.

The success of any specialized programs that are designed to reach and help dropouts would first need the commitment of the school system's educational leadership to make dropout prevention a priority. After the commitment, securing adequate funds for the dropout programs would probably be a second priority. Specialized dropout prevention programs without commitment from the school board and educational leadership and without sufficient funds to carry out the program objectives cannot be expected to be successful.

APPENDIX A

INTERVIEW SCHEDULE FOR POTENTIAL DROPOUTS

INTERVIEW SCHEDULE
FOR THE STUDY OF
POTENTIAL HIGH SCHOOL DROPOUTS FROM LEON COUNTY
PUBLIC SCHOOLS IN TALLAHASSEE, FLORIDA

Introduction: (Greeting) I am (interviewer's name) from Florida A&M University. We are conducting a survey of students who have had some difficulties or problems with attendance and academic achievement in high school.

I have some questions to ask you and want to tell you that THE INFORMATION YOU FURNISH WILL BE HANDLED WITH STRICK CONFIDENCE AND THAT YOUR NAME OR YOUR ADDRESS WILL NOT BE USED IN ANY WAY TO IDENTIFY YOU (AS AN INDIVIDUAL) IN ANY REPORT THAT COMES OUT OF THIS SURVEY.

Now, may I ask you some questions?

INTERVIEW SCHEDULE FOR POTENTIAL HIGH SCHOOL DROPOUTS

1-2. Age ____

3. Sex 1. Male 2. Female

4. Race 1. Black 2. White 3. Hispanic 4. Other _____

5. In what grade are you in now?

1. 9th 2. 10th 3. 11th 4. 12th 5. Other _____

6. School currently attending

1. Godby 2. Leon 3. Lincoln 4. Rickards 5. SAIL

7. Were you born in Leon County?

1. Yes 2. No

8. How long have you lived in Leon County?

1. Less than 1 year
2. 1 to 3 years
3. 4 to 7 years
4. 8 to 12 years
5. More than 12 years

9. How long have you been attending your present school?

1. Less than 1 year
2. 1 to 2 years
3. 3 to 4 years
4. More than 4 years

With whom do you live?

10. 1. Yes 2. No Mother and Father

11. 1. Yes 2. No Mother or Father

12. 1. Yes 2. No Sisters or Brothers

13. 1. Yes 2. No Aunts or Uncles

14. 1. Yes 2. No Grandrelatives

15. 1. Yes 2. No Steprelatives or in-laws

16. 1. Yes 2. No Cousins

17. 1. Yes 2. No Others _____

18-19. What is the highest grade of education completed by your mother?

Grade School							High School						College					Unknown	N/A
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

20-21. What is the highest grade of education completed by your father?

Grade School							High School						College					Unknown	N/A
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

22-23. If you do not live with any of your parents (and are living with someone else), what is the highest year of education completed by the person(s) with whom you are living?

Grade School							High School						College					Unknown	N/A
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

24. Do your parents, relatives, guardians or persons with whom you live own their home? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 26)

---

25. Are the persons with whom you are living renting their place of residence? 1. Yes 2. No

26. Are your parents, relatives, guardians or persons with whom you are living receiving welfare benefits or any kind of public assistance? 1. Yes 2. No

27. What is the employment status of the person(s) with whom you are living?

1. Working full-time
2. Working part-time
3. Unemployed
4. Homemaking
5. Retired
6. Disabled
7. In school
8. Other _____

28. At school, do you receive any free meals or meals at reduced prices? 1. Yes 2. No

29. Do you have a job? 1. Yes 2. No

30. Do you own an automobile? 1. Yes 2. No

31. Do you have any sisters or brothers? 1. Yes 2. No

(IF NO, SKIP TO NUMBER 37)

32-33. How many of them are younger than you? _____

34-35. How many of them are older than you? _____

36. Did any of your sisters or brothers ever drop out of school before completing twelfth grade. 1. Yes 2. No

37. Do you feel that you will remain in school to complete your high school education (complete 12th grade)?

1. Yes 2. No

(IF YES, SKIP TO NUMBER 39)

---

38. What is the main reason you feel you are not likely to remain in school to complete twelfth grade?

1. Not interested or losing interest in school
2. Failing too many courses
3. Cannot enroll in the courses I want
4. Planning to enlist in the military service
5. Got pregnant
6. Have to work (to help support myself, family, parents or relatives)
7. Cannot get along with teachers or other personnel
8. Have to pay for my car
9. Other _____

39. Do you study when you get out of school (on week-day afternoons and weekends) 1. Yes 2. No

(IF YES, SKIP TO NUMBER 41)

---

40. What is the main reason you do not use some of your out-of-school time for studying?

1. Have to go to work after school
2. Just don't feel like studying
3. Don't have any homework
4. Don't have any books (or can't take any books home
5. Frequently do not understand the assignments
6. Have to practice for athletics or the band
7. Usually too tired
8. No place at home to study
9. Other _____

(NOW, GO TO NUMBER 42)

---

41. Approximately how much time each week do you spend studying at home after school is out?

1. Less than 1 hour
2. 1 to 2 hours
3. 3 to 4 hours
4. 5 to 6 hours
5. More than 6 hours

42. When you skip classes or stay out of school, where do you spend most of your time during that day?

1. At my home
2. At the homes of friends, relatives or students who skip
3. At work
4. On a corner hangout in the neighborhood
5. At poolrooms or other gamerooms in the neighborhoods
6. Riding around in a car with friends
7. On or near the campuses of other schools
8. On or near the campus of my own school
9. Other _____

43. Are you currently enrolled in any vocational program/class at your school or another school? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 45)

---

44. What is the main reason you are not enrolled in a vocational program?

1. Not interested in any
2. Not interested in the type they want to put me in
3. No vocational program available at my school
4. Lack of information about program
5. Length of training period too long
6. Programs at my school have stigmas (for special students)
7. On a waiting list to enroll in a program
8. Need more academic perparation to get in the one I want
9. Other _____

(NOW, GO TO NUMBER 47)

45. Do you plan to remain enrolled in order to complete the vocational class or program you are in?

1. Yes 2. No 3. Undecided

(IF YES, SKIP TO NUMBER 47)

---

46. What is the main reason you do not plan to or are undecided about completing the vocational program?

1. Not really interested in the program
2. Had no choice when placed in the program
3. Program has a stigma (for special students)
4. Plan to get a job
5. Having problems with the instructor
6. Plan to enlist in the military service
7. Length of training period too long
8. Work in the program is physically too hard
9. Other _____

47. Are you currently participating in any extracurricular clubs or activities? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 49)

---

48. What is the main reason you are not participating in any extracurricular activities?

1. Not interested in any
2. Have to go to work after school
3. Transportation problems
4. Couldn't participate in the ones of my choice
5. Participation is based on the sponsor's selection
6. Had previous problems with the sponsor of the one I want to get in
7. Cannot pay the fees related to the activities I want to participate in
8. Other _____

49. Have you ever talked to anyone at school and received advice and help with any problems you have had? 1. Yes 2. No

(IF YES, SKIP TO NUMBERS 51-56)

---

50. What is the main reason you did not go to someone at school for advice or help with some of your problems?

1. Did not know to whom I should go
2. Just didn't feel like I wanted or needed any help
3. Wanted to make my own decisions
4. School people always seemed to busy
5. Did not get along well with most faculty and staff personnel
6. Did not have time to talk to anyone
7. Got my advice from other students
8. Had already discussed it with my parents, relatives or guardians
9. Other _____

To whom did you talk or from whom did you get advice or help?

51. 1. Yes 2. No - Principal

52. 1. Yes 2. No - Counselor or Occupational Specialist

53. 1. Yes 2. No - Dean of Students

54. 1. Yes 2. No - Social Worker or School Psychologist

55. 1. Yes 2. No - Homeroom Teacher or other teachers

56. 1. Yes 2. No - Other _____

57. Where is the most likely place to look for and find students who play hookey from school?

1. At home
2. At work
3. At poolrooms or other gamerooms in their neighborhoods
4. On or near the campuses of other schools
5. On street corner hangouts in their neighborhoods
6. At taverns or restaurants
7. At the homes of their close friends
8. At the homes of other truants and dropouts
9. Other _____

58. If the school system wanted to contact students who skip classes or play hookey from school, what would be the best way to reach them?

1. Telephone calls to the homes of their parents, relatives or guardians
2. Radio or TV public service announcements
3. Newspapers and other print media
4. Use other students who skip classes and school
5. Use of their close friends
6. Searches by school officials
7. Parent Auxiliaries
8. Mobile public address vehicles
9. Other _____

If a student is a good prospect or candidate for quitting school before finishing, who is he or she most likely to relate to, have confidence in, or go to for help with a personal or school problem?

59. 1. Yes 2. No - Principal or Assistant Principal
60. 1. Yes 2. No - Guidance Counselor
61. 1. Yes 2. No - Occupational Specialist
62. 1. Yes 2. No - Dean of Students
63. 1. Yes 2. No - Coach
64. 1. Yes 2. No - Homeroom Teacher
65. 1. Yes 2. No - Peer (Friends)
66. 1. Yes 2. No - Vocational Teacher
67. 1. Yes 2. No - Regular Classroom Teacher
68. Other _____

If you could change anything in the high school to make it better for you and others like yourself, what changes would you make?

69. 1. Yes 2. No - Changes in the nature or number of curriculum offerings
70. 1. Yes 2. No - Changes in extra-curricular policies and activities
71. 1. Yes 2. No - Changes in guidance and counseling services
72. 1. Yes 2. No - Changes in general school policies and regulations
73. 1. Yes 2. No - Changes in testing and grading methods
74. 1. Yes 2. No - Changes in course selection and placement methods
75. 1. Yes 2. No - Changes in the ways that school faculty and staff relate to students

76. Please discuss, briefly, any specific changes that you feel could or should be made by the school to encourage students to remain in school to complete their high school education.

77. Do you have any suggestions as to how peers or dropouts can work with other students with similar problems?

APPENDIX B

INTERVIEW SCHEDULE FOR DROPOUTS

INTERVIEW SCHEDULE
FOR THE
STUDY OF HIGH SCHOOL DROPOUTS FROM LEON COUNTY
PUBLIC SCHOOLS IN TALLAHASSEE, FLORIDA

Introduction: (Greeting) I am (interviewer's name) from Florida A&M University. We are conducting a survey of students who have dropped out of high school.

I have some questions to ask you and want to tell you that THE INFORMATION YOU FURNISH WILL BE HANDLED WITH STRICT CONFIDENCE AND THAT YOUR NAME OR ADDRESS WILL NOT BE USED IN ANY WAY TO IDENTIFY YOU (AS AN INDIVIDUAL) IN ANY REPORT THAT COMES OUT OF THIS SURVEY.

Now, May I ask you some questions?

INTERVIEW SCHEDULE FOR HIGH SCHOOL DROPOUTS

1-2. Age _____

3. Sex 1. Male 2. Female

4. Race 1. Black 2. White 3. Hispanic 4. Other_____

5. Highest grade completed 1. 8th 2. 9th 3. 10th 4. 11th

6. Last high school attended

1. Godby 2. Leon 3. Lincoln 4. Rickards 5. SAIL

7. Were you born in Leon County?

1. Yes 2. No

8. Before you dropped out of school, how long had you lived in Leon County?

1. Less than 1 year
2. 1 to 3 years
3. 4 to 7 years
4. 8 to 12 years
5. More than 12 years

Before you dropped out of school, with whom had you lived?

9. 1. Yes 2. No Mother and Father

10. 1. Yes 2. No Mother or Father

11. 1. Yes 2. No Sisters or Brothers

12. 1. Yes 2. No Aunts or Uncles

13. 1. Yes 2. No Grandrelatives

14. 1. Yes 2. No Steprelatives or in-laws

15. 1. Yes 2. No Cousins

16. 1. Yes 2. No Others _____

17-18. What was the highest grade of education completed by your mother?

Grade School	High School	College	Unknown	N/A
0 1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16 17	18	19

19-20. What was the highest grade of education completed by your father?

Grade School	High School	College	Unknown	N/A
0 1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16 17	18	19

21-22. If you did not live with your parents while attending school, what is the highest year of education completed by the person(s) with whom you lived most of the time?

Grade School	High School	College	Unknown	N/A
0 1 2 3 4 5 6	7 8 9 10 11 12	13 14 15 16 17	18	19

23. Did your parents, relatives, guardians or persons with whom you lived (while attending school) own their home? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 25)

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24. Did the person(s) with whom you lived rent their place of residence?

1. Yes 2. No

25. Did your parents, relatives, guardians or persons with whom you lived (while attending school) receive any welfare benefits or any other kind of public assistance (unemployment compensation, aid to aged, aid for the disabled, hospital and doctors aid for the poor, rent subsides)?

1. Yes 2. No

26. While you were attending school, what was the employment status of the person(s) with whom you lived?

1. Working full-time
2. Working part-time
3. Unemployed
4. Homemaking
5. Retired
6. Disabled
7. In school
8. Other _____

27. When you attended school, did you receive any free meals or meals for reduced prices? 1. Yes 2. No

28. When you were attending school, did you have a job?
1. Yes 2. No

29. When you were attending school, did you own an automobile?
1. Yes 2. No

30. While attending school, did you have any sisters or brothers?
1. Yes 2. No

(IF NO, SKIP TO NUMBER 36)

31-32. How many of them were younger than you? _____

33-34. How many of them were older than you? _____

35. Did any of your sisters or brothers ever drop out of school before completing twelfth grade? 1. Yes 2. No

36. What is the main reason you dropped out of school?

1. Was not interested in school
2. Repeated failures in too many courses (or got too far behind in grade placement)
3. To enlist in the military service
4. Could not enroll in the courses I wanted
5. Had to go to work (to help support family, parents or relatives)
6. Got in trouble with the law
7. Got pregnant (or had to take care of my child)
8. Could not get along with teachers or other school personnel
9. Other _____

37. How long have you been out of school?

1. Less than one month
2. 1 to 5 months
3. 6 months to 1 year
4. 13 months to 2 years
5. 25 months to 3 years

38. Since you have dropped out of school, where have you spent most of your time during the day?

1. At my home or at the homes of relatives
2. At the homes of friends or other dropouts or hooky players
3. At work
4. Looking for a job
5. On a corner or at a neighborhood hangout
6. At poolrooms or other gamerooms in the neighborhood
7. Around high school campuses
8. Attending an adult or other special school
9. Other _____

39. Were you ever enrolled in a vocational program in school before you dropped out? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 41)

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40. What was the main reason you did not enroll in a vocational program at your school?

1. Was not interested in the type of training
2. No program available at my school
3. Training period too long
4. No training allowance available
5. Training available not related to job I already had
6. Found a better training opportunity outside the school
7. Was on a waiting list to enroll
8. Lack of information about program
9. Other _____

41. Did you complete the vocational program? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 43)

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42. What was the main reason you did not complete the vocational program?

1. Lost interest
2. Found a job (or had to go to work)
3. Training period too long
4. Too difficult to learn
5. Got pregnant
6. Child-care problems
7. Family problems
8. Health or disability
9. Other _____

43. Before you dropped out of school, did you participate in any student clubs or extra curricular activities? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 45)

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44. What was the main reason you did not participate in any extra curricular activities?

1. Was not interested
2. Had to go to work after school
3. Transportation problems
4. Could not participate in the ones I wanted to
5. Participation was based on the sponsor's selection
6. Could not get along with the sponsor/supervisor
7. Could not pay the fees related to the activity
8. Other _____

45. Before you dropped out, did you ever talk to anyone at school about the problems you were having?
1. Yes 2. No

(IF YES, SKIP TO NUMBERS 47-52)

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46. What is the main reason you did not go to someone for advice or help before dropping out of high school?

1. Didn't know to whom I should go
2. Just didn't feel like I wanted or needed any help
3. Wanted to make my own decisions
4. School people always seemed too busy
5. Didn't get along well with most faculty and staff personnel
6. Didn't have time to talk to anyone
7. Got my advice from other students
8. Had already discussed it with my parents, relatives or guardians
9. Other _____

To whom did you talk or from whom did you get advice?

47. 1. Yes 2. No - Principal

48. 1. Yes 2. No - Counselor or Occupational Specialist

49. 1. Yes 2. No - Dean of Students

50. 1. Yes 2. No - Social Worker or School Psychologist

51. 1. Yes 2. No - Homeroom Teacher or Other Teacher

52. 1. Yes 2. No - Other _____

53. Where is the most likely place to look for and find students after they have dropped out of school?

1. At their homes or at the homes of relatives or close friends
2. At the homes of other dropouts
3. At work
4. Attending adult or other special schools
5. At poolrooms or other gamerooms in their neighborhoods
6. On or near the campuses of other schools
7. On street corner hangouts in their neighborhoods
8. At taverns or restaurants
9. Other _____

54. If the school system wanted to contact students who had dropped out, what would be the best way to reach them?

1. Telephone calls to the homes of their parents, relatives or guardians
2. Radio or TV public service announcements
3. Newspapers and other print media
4. Use of other dropouts
5. Use of their close friends
6. Searches by school officials
7. Parent Auxiliaries
8. Mobile public address vehicles
9. Other _____

55. If you had another opportunity to return to school, would you come back to finish? 1. Yes 2. No

(IF YES, SKIP TO NUMBER 57)

56. What is the main reason you would not want to go back to finish high school?

1. Got a good job
2. Have a family to support
3. Have younger or older relatives to help support
4. Have too much debt (too many bills to pay)
5. Too old for my grade placement
6. Waiting to enlist in the military service
7. Health or disability
8. Plan to enroll in adult evening or night school
9. Other _____

If a student who dropped later returned to school, who is he or she most likely to relate to, have confidence in, or go to for assistance with a school problem?

57. 1. Yes 2. No - Principal or Assistant Principal
58. 1. Yes 2. No - Guidance Counselor
59. 1. Yes 2. No - Occupational Specialist
60. 1. Yes 2. No - Dean of Students
61. 1. Yes 2. No - Coach
62. 1. Yes 2. No - Homeroom Teacher
63. 1. Yes 2. No - Peer (Friends)
64. 1. Yes 2. No - Vocational Teacher
65. 1. Yes 2. No - Regular Classroom Teacher
66. Other _____

If you could change anything in the high school to make it better for you and other students who dropped out, what changes would you make?

67. 1. Yes 2. No - Changes in the nature or number of curriculum offerings
68. 1. Yes 2. No - Changes in extra-curricular policies and activities
69. 1. Yes 2. No - Changes in guidance and counseling services
70. 1. Yes 2. No - Changes in general school policies and regulations
71. 1. Yes 2. No - Changes in testing and grading methods
72. 1. Yes 2. No - Changes in course selection and placement methods
73. 1. Yes 2. No - Changes in the ways that school faculty and staff relate to students

74. Please discuss, briefly, any specific changes that you feel could be made by the school to encourage students to remain to complete their high school education.

75. Do you have any suggestions as to how peers can work with other dropouts to get them back in school or keep students from leaving school? If so, what are they?

76. Would you be interested in working with other peers on problems related to staying in school? 1. Yes 2. No

APPENDIX C

HIGH SCHOOL DROPOUT PARTICIPATION FORM

HIGH SCHOOL DROPOUT PARTICIPATION FORM

Please check number 1, 2 or 3 and write in the information that is called for.

1____ You can talk with me by telephone.

I can be reached at _____ (Telephone No.)

The best time to call me during weekdays is

_____.

The best time to call me on weekends is _____.

2____ You can talk with me at my place of residence.

My Tallahassee or Leon County street address is

_____

STREET NO. APARTMENT NO. STREET NAME

The best time to talk with me during weekdays is

_____.

3____ I do not desire to be interviewed.